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ABSTRACT

This guide describes how to set up, implement, and evaluate an individualized leisure education program for secondary school students with disabilities. Field testing of the program found that students who participated in the program were more independent in their leisure and had a smoother post-school adjustment. After an introduction, an overview of the program covers purpose; staffing; administration; inservice; legal liability; curriculum themes; setting up the program; suggestions for working with parents, teachers, and students; and implementation strategies. The curriculum itself is then presented with 10 units covering the following areas: leisure awareness; self-awareness in leisure; leisure opportunities; community resource awareness; barriers; personal resources--responsibility; planning; planning an outing; going on an outing; and evaluating the outing. Provided for each unit is a goal, objectives, a session outline, suggested materials, and teaching recommendations. Also included are various leisure education materials and handouts including a leisure time clock, planning forms, an exercise guide, and leisure reminders. Among the appendixes are a list of related services under Public Law 101-476, a summary of results from the evaluation study, an example of inclusion of leisure education on a student's Individualized Education Plan, a leisure education contract, assessment guides, and a "Parents' Guide to the Student's Leisure Notebook". (DB)

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THE WAKE LEISURE EDUCATION PROGRAM: AN INTEGRAL PART OF SPECIAL EDUCATION

A Facilitator's Manual Containing Field-Tested Leisure Education Curriculum Materials

Designed for Use by Recreation Specialists and Teachers

Published by

The Center for Recreation and Disability Studies
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1991

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FOREWORD

Recreation/leisure is one of the major components of any individual's life. It has long been known that participation in and awareness of recreation and leisure have a significant impact on an individual's social and psychological adjustment. Yet, education for leisure is typically not thought of as a part of special education services.

When I was approached by Dr. Charlie Bullock of the Center for Recreation and Disability Studies of the Curriculum in Leisure Studies and Recreation Administration at the University of North Carolina at Chapel Hill to support a research and demonstration project to develop and test a comprehensive leisure education program in one of the school systems in North Carolina, I was excited. I felt that the information from the project would be useful in demonstrating how leisure education contributes to the personal and social development of children in special education. Through extensive research, the University of North Carolina group has demonstrated that leisure education is an important part of special education.

The problem is that teachers do not have the required training nor the time to provide a leisure education program in their classrooms. Neither does every school system have the resources to hire a therapeutic recreation specialist to conceptualize, develop, and implement leisure education programs for their special education classes.

That is why these curriculum materials are so timely and so potentially useful in our special education programs. The Wake Leisure Education Program not only provides specific curriculum materials, it also discusses ways to set up and deliver a leisure education program in schools. Close attention is paid to knowledge, time, and fiscal constraints of teachers and school systems so that these materials can be optimally useful and effective. Students learn about the importance of leisure to a healthy lifestyle and learn about community recreation resources that they can use to help them to be more independent. Students involved in the model program in Wake County showed significant increases in self confidence, planning, problem solving, and initiation. Such gains, if maintained, certainly suggests that leisure education is an important part of the overall education of special education children.

We appreciate the efforts of the Center for Recreation and Disability Studies of the Curriculum in Leisure Studies and Recreation Administration at the University of North Carolina at Chapel Hill in showing us practical ways to put their research into practice. I hope that these materials will be useful throughout North Carolina and the United States to further enhance the education and lives of students with special needs.

E. Lowell Harris, Director
Division of Exceptional Children
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of Public Instruction
Raleigh, North Carolina

INTRODUCTION

Education for leisure is an important part of any student's education, especially for students in special education who do not have the requisite skills, knowledge, and attitudes needed to ensure a satisfying and well-balanced life. Public Law 101-476, the Individuals With Disabilities Education Act, 1990, (formerly, P.L. 94-142, the Education of all Handicapped Children Act, 1975) states that each certified special education student must receive special education (which includes physical education, adapted, if necessary) **and may receive any number of related services "as needed to enhance the educational goals of the student who has a disability."** Although **recreation** is among the list of related services (see Appendix A for a complete list of related services available), it is the most seldom used related service!

The emphasis in special education is no longer only on the development of academic skills such as reading, writing, and arithmetic. In addition to academic skills, most special education curricula now emphasize the development of functional skills of daily living. One of the major goals of special education today is to prepare students with disabilities for adult life. Within secondary schools this emphasis has been referred to as *transition*. Transition can be defined as the development of skills needed to make a smooth and effective adjustment from secondary school to work and adult life. The overall goal of transition is to help students become more integrated into their communities and independent in **all** aspects of life; however, the majority of the curricula available are not that inclusive.

Many curricula and teachers provide training for independence and integration in the work setting, yet, few have a similar focus on independence and integration within the leisure environment. **Recreation as a related service**, as defined in the regulations of the federal legislation, can include assessment, **leisure education**, therapeutic recreation services, and recreation in community and school agencies (see Appendix B for more detail on each of the four components). Leisure education, one of the four components of the related service recreation, focuses on independence and integration within the leisure environment. Leisure education is designed to improve the leisure involvement and leisure lifestyles of students with disabilities through the development of leisure attitudes, knowledge, and skills necessary for recreation participation.

Unfortunately, leisure education is not being provided adequately in schools. This is a source of concern for at least two reasons. First, leisure wellness, or satisfaction in one's own leisure life, has been related directly to long-term life satisfaction **for all individuals** including those with disabilities. Therefore, it is important that all students have the opportunity to acquire leisure skills, knowledge and attitudes. Second, many youth have physical, emotional, or mental handicaps which may impede their functioning in activities such as education, work, self-care and recreation. For education,

work, and self-care, professional intervention is available within schools to train individuals with disabilities to help them function more successfully within society. No similarly trained professionals are available within schools to support the last area, leisure and recreation. Leisure and recreation typically are not as strongly supported **by the schools** as an essential facet of an individual's life and development.

THE NEED FOR LEISURE EDUCATION IN SCHOOLS

Most people already have the requisite skills, attitudes and opportunities necessary to allow them satisfying and independent leisure functioning. The same is not true for many of the nation's youth who have disabilities and are about to leave school and enter their communities as young adults without the support of the school environment and school friends. These leisure skills and attitudes must be taught, and schools are an appropriate place to better prepare students for transition to adult life.

Leisure education affords these students the opportunity to develop leisure skills that will enable them to become more independent in their leisure. Students can develop skills in leisure awareness, decision making, interest identification, community resource knowledge, barrier identification, problem solving, and planning. Becoming more independent and self-reliant during free time will increase the student's confidence, and will increase her level of participation alongside peers without disabilities in things she enjoys doing.

In response to this need, the Curriculum in Leisure Studies and Recreation Administration at the University of North Carolina at Chapel Hill proposed a leisure education program to be conducted within schools to augment existing special education transition programs. The model will be described and presented in subsequent sections following brief background information about the leisure education project.

BACKGROUND

The model leisure education program was developed as part of a federal grant entitled "The Effects Of Leisure Education On Transition Of Handicapped Youth From Secondary Schools To Adult Life" funded by the Office of Special Education and Rehabilitation Services, United States Department of Education. The three-year grant involved both research and demonstration in cooperation with the Wake County Public School System in Raleigh, North Carolina. In accordance with the regulations of Public Law 94-142, the Education of all Handicapped Children Act, 1975 (which has become P.L. 101-476, the Individuals with Disabilities Education Act, 1990), a therapeutic recreation specialist (TRS) was hired to carry out the related service recreation. She provided individual leisure education sessions for seniors in classes for students with educable and trainable mental handicaps to determine the effects of leisure education on selected social and attitudinal dimensions of students' leisure awareness and participation.

The research indicated that students who participated in the individualized leisure education program were more independent and integrated in their leisure and as a result had a smoother post-school adjustment. Data from a variety of sources suggests that leisure education is important in the overall education of students who have disabilities because it enhances the successful transition from secondary school to adult life (see Appendix C for a summary of the results). Since the data support the need for leisure education in schools, the following model leisure education program, which was field tested as part of the three (3) year research and demonstration project, is presented. The remainder of this publication will focus on ways to set up, implement, and evaluate a similar leisure education program in public schools. It will begin with a purpose statement of the leisure education program and then will address issues such as staffing, liaison with school administration, in-service training of teachers and staff, legal liability, and others. In addition, a detailed field-tested leisure education curriculum including procedural and programmatic considerations is included. This information should serve as a guide to others including TRSs and teachers trying to implement a leisure education program in schools.

MODEL LEISURE EDUCATION PROGRAM

PURPOSE

The purpose of a leisure education program is to help students develop the skills necessary to more fully enjoy leisure in an independent/ interdependent manner. The program provides opportunities not only for learning about leisure and developing leisure skills, but also for practicing the skills in actual leisure environments.

STAFFING

Leisure education programs may be provided through at least three (3) facilitator options.

1. The schools can employ a therapeutic recreation specialist (TRS) as a facilitator as part of the related services personnel. The therapeutic recreation specialist can provide direct service by conducting group and/or individual leisure education sessions, or can act as a consultant to teachers in setting up and monitoring their own leisure education programs.

2. If no therapeutic recreation specialists are hired by the schools, teachers can facilitate a leisure education program for their students using materials such as these as a guide.

3. Someone from outside of the school system working in a parks and recreation department, a private nonprofit agency (group home, sheltered workshop, or supported work program), or a private therapeutic recreation consultant can contract with the schools to facilitate a leisure education program for special education students. Many parks and recreation departments have therapeutic recreation specialists on staff. They are excellent resources for implementing a leisure education program. These curriculum materials can be very helpful with this type of arrangement.

WORKING WITH THE SCHOOL ADMINISTRATION

The outside agency or the individual teacher/consultant who wants to initiate a leisure education program in the schools needs to make the proper administrative contacts. The facilitator should explain the need for leisure education services with principals as well as program specialists in the administrative department. Expected outcomes of a leisure education program and its benefits to students, families, and teachers should be described in detail. Expected student benefits might include:

-Improved decision making skills,

-Increased independence in following through with their own ideas,
-Increased ability to assert ideas with others,
-Increased ability to initiate individual or small group activities,
-Increased knowledge of community resources,
-Increased number and variety of individual leisure interests,
-Improved planning skills,
-Increased ability to identify and overcome barriers to leisure enjoyment, and
-Increased recreation participation.

Family benefits are directly related to student benefits. Increases in independence, assertiveness, and knowledge and use of community leisure resources can help alleviate the family's dilemma of "entertaining" their child during non-school hours. The child's independent leisure pursuits can not only facilitate family respite, but also facilitate new friendships, provide new family leisure opportunities, and enrich communication between family and child.

Finally, expected teacher benefits of the leisure education program should be explained. Benefits of a leisure education program include:

-motivation of teachers to include leisure education on their students' Individualized Education Plans (see Appendix D for a sample IEP),
-commitment to practice the objectives of the leisure education program within the classroom (encourage independent decision making during free time, involve students in planning Friday afternoon or holiday parties, allow students to share their leisure experiences with the class, etc.), and
-understanding of the importance of a healthy leisure lifestyle in themselves and their students.

Gaining administrative support is the key to opening the door for a successful leisure education program. The facilitator may need to justify the need for a leisure education program to the administration. A few suggested ways to justify such a program include:

-Use a logical narrative justification such as the one presented in the introduction,
-Cite parent and/or student demand (from formal or informal needs surveys),
-Show current research data (see Appendix C for a summary of the research results from the study from which this model was developed),
-Cite the regulations of Public Law 101-476, the Individuals With Disabilities Education Act, 1990, (formerly Public Law 94-142, the Education for All Handicapped Children Act, 1975) which allow recreation as an appropriate "related service" (see Appendices A and B for relevant portions of the act).

INSERVICE FOR TEACHERS/STAFF

If the facilitator of the leisure education program is not a teacher, the facilitator needs to contact teachers with whom she will be working. A group inservice would reach more teachers and perhaps broaden the scope of a leisure education program. These teachers should be oriented to the structure of the leisure education program. Not only should the program's content and goals be shared with them (see Appendix E for lists of the model leisure education program's content areas and curriculum goals), but also the need for teacher involvement must be stressed.

The facilitator should share with them ways they may need to be involved to enhance the leisure education program. For example, the teacher should:

-be aware of the leisure education goals of each student,
-give students the opportunities to practice skills learned,
-assist with evaluations of the students,
-assist with collecting pertinent information from parents,
-incorporate skills into other curricular topics,
-support discussion about leisure among students,
-encourage the students' families to support this new curricular thrust,
-conduct the leisure education program using the therapeutic recreation specialist as a consultant.

A more in-depth inservice should be given if teachers are expected to conduct a leisure education program with their classes.

Note: Along with teacher commitment comes the need for student and family commitment. Students who need leisure education should be required to participate in all scheduled leisure education sessions. Families need to make a commitment to be involved in the program by following through with ideas the facilitator shares with them (see section entitled Suggestions for Working With Parents, page 14). Individual contracts should be required in order to encourage the support, cooperation and involvement of parents and teachers (see Appendix F for a sample facilitator/teacher contract).

LEGAL LIABILITY

Certain details need to be worked out before the leisure education program can begin in order to ensure the safety of the students and protection of the leisure education facilitator. If the school system hires a therapeutic recreation specialist, the liability risks will be minimized. However, if outside agencies/agents are involved, additional concerns must be addressed. Each specific school system probably already has a policy to deal with contractual related services personnel such as physical therapists and occupational therapists. To work within these policies/guidelines would be the the most logical arrangement. However, this relationship between

the school and the facilitator needs to be clear before the service begins. A contract will undoubtedly be needed. Since all school systems are different, rather than offer a model contract, it is suggested that existing related services contracts be modified to best accommodate the leisure education service. Examples of particular concern to the leisure education facilitator(s) might be:

-Do the individual education programs (IEPs) contain leisure education/recreation services as a related service? If not, what relationship to the IEP teams can the facilitator have to ensure that these needs are addressed and monitored? (See Appendix D for an explanation and example of the inclusion of recreation/leisure goals on an IEP.)
-What policies does the school system have to cover off-campus travel? Often it is necessary to conduct off-campus sessions which necessitates student transportation. This brings up the concern of school car versus private car. In the case of the use of the facilitators private car, how are mileage reimbursement and liability covered?
-What access to parents will the facilitator have? Follow-up at home is a critical component of this model leisure education program so issues of parent access must be addressed.

The school and the facilitator should determine how to deal with these matters before the program begins.

MAINTAINING LIAISONS

The facilitator must maintain positive working relationships with parents, teachers, school administrators (including principals and program specialists), and other related services personnel. In order for the program to continue (especially if the school is responsible for the continuation of the program), frequent contacts should be made from the start of the leisure education program. Since leisure/recreation is often seen as a non-traditional service, the support of all of these people is crucial to the continuation of the program. Updates in the form of memos, informal meetings and conversations are invaluable to the program's acceptance and support.

WHEN TO BEGIN LEISURE EDUCATION

Although this model leisure education program was originally designed to be used with secondary school students who were in transition from school to adult life, the curriculum materials can be modified to be used at any grade level. In the early years, it may be necessary to introduce leisure in a more basic manner. Giving the students an opportunity to learn to play with others cooperatively could be the focus for a leisure education program in the lower grades. The facilitator should encourage students at an early age to make choices, discuss their leisure and recreation with others, and

play both independently and cooperatively. This builds a strong foundation of leisure skills and attitudes necessary for future independence, integration, and satisfaction, all of which contribute to a more complete and successful transition when students are ready to exit school and enter adult life. The exciting part of leisure education is seeing everything come together when the student uses leisure skills learned and begins to take advantage of her leisure by going more fun places and doing more of the things she likes to do---independently.

CURRICULUM THEMES

This model leisure education curriculum addresses several themes--choice, independence, planning and barriers. Each of these are addressed within the model curriculum.

Choice

Students should be encouraged to identify personal interests and make leisure choices on their own. These choices may include what to do during break time at school or work, what to do during afternoons, evenings and weekends, and whom to call on the telephone. Teaching and encouraging each student to make her own choices gives the student the chance to realize her ideas are worthy of being carried out. Some students may need guidance in decision making. One method of assistance in decision making is structured choices, such as giving her two options to choose from. These options should reflect her interests and ideas. The process of making choices and following through with them will help the student to build confidence and independence.

Independence

The student's ability to start activities, conversations, and leisure plans is an important part of the leisure education program. Throughout the program, the student should be involved in choosing her own "homework" assignments (see *My Leisure Plans*, page 59). She should be required to interact with others, for example, by asking someone to play a game or go somewhere, or by telling her family or friends what she likes to do. Calling friends on the telephone or visiting a friend on her own is an important social need of every student. The student should take responsibility for her own leisure.

Planning

Learning to plan leisure activities is an important skill the student develops in the leisure education program. Part of the preparation of planning skills includes learning more about community resources (places to go for fun) and personal resources (transportation, money, people who can help, friends, time). The student should plan both individual activities and activities that involve other people. The leisure education program should

stress the need for variety in one's leisure plans: passive and active interests, group and individual, indoor and outdoor. During some planning sessions, the student should use the telephone to call places in the community to ask for information about cost, hours of operation, and location.

Barriers

During the planning stages as well as when the student tries to carry out weekend plans, the student finds leisure barriers (roadblocks). These barriers are things that keep her from following through with plans or interests. They are different from student to student and with each activity. They include laziness, no one to do things with, busy family, no transportation, and fear of asking others to do something fun. Students should talk about these roadblocks during the leisure education sessions, and find ways to overcome them.

SET UP

After the preliminary work has been completed, it is time to consider programmatic issues. When actually setting up a leisure education program, several things must be considered:

-assessing student needs,
-scheduling individual or group sessions, and
-coordinating with teachers to determine the locations for sessions at school and for community-based sessions.

Assessing Student Needs

When dealing with leisure skills, it is difficult to observe and assess students in their naturally occurring leisure environments. Therefore, it is important to gather information from a variety of sources: the students, their parents, teachers and other educational personnel who may be involved with the students. As discussed below, these avenues of assessment can be either formal or informal (see Appendix G for examples of assessments).

Student Input

When working with students with developmental disabilities, formal assessments such as the Leisure Diagnostic Battery may be difficult to administer. Other tools such as leisure checklists or activity pictures (see page 20) might actually provide more information. Informal conversations with students about free time habits and endeavors, augmented by pictures or other informal tools, can also prove invaluable in the assessment process.

In assessing students with developmental disabilities, one must realize

that all information given by students may not be accurate. For example:

-students may state an interest in an activity which they actually do not enjoy, but that they participate in weekly at school with their class. (Some settings do not offer individual choice to students because of time constraints and class size, so the student is expected to participate nonetheless).
-In exploring the student's world of leisure, questions are asked of the student.
  -What do you like to do?
  -Where do you go for fun?
  -Why do you do these things in you free time? This last question may be too difficult for some students. The concept of "why" or "what makes you want to..." requires introspection, which is extremely difficult for some students.
-Some students with developmental disabilities use "yes" and "no" interchangeably and regardless of meaning. Therefore, yes/no questions should not be used for some students, or these questions should be paired with other types of questions to ensure clarity.
-Students may say they do things at home that they really do not do, in order to "please" the interviewer. On the other hand, students may not report on many things they do participate in during their free time.

Parent Input

Input from parents is essential. Information from parents about the student's leisure interests, pursuits, habits, resources, and friends can be requested in the form of a questionnaire. Things to look for are:

-the student's interests (number and variety),
-participation rates (what activities and how often),
-involvement with friends (Are they close to the same age? Are any of these friends non-disabled peers?),
-ability to initiate ideas/activities/planning,
-independence during free time (not just the ability to be alone, but the ability to do things for fun without help), and
-family support.

Allowing open communication between the facilitator and the parents throughout the program can enhance ongoing assessments.

During conversations with parents, noting the parents' attitudes toward leisure may help to understand the student's leisure situation. For example, parents may insist on discussing the student's ability or inability to do chores rather than discussing free time pursuits or interests. In this case, the facilitator should consider some parent education concerning

leisure and steer the conversation back to a discussion of the student's free time. It may be important to ask about chores to understand more about the student's influences at home, but the student's leisure skills and habits are the points of concern.

Discussing possible goals or focal points for the student's leisure education program with the parents is important. Without parental support, benefits of a leisure education program may not carry over into the student's home life. The parent's values and leisure attitudes have a strong influence on their child's leisure. However, it is ultimately the student's choice to actually use the skills that she learns in leisure education. Consider strongly parents' ideas, but remember it is the student's individual leisure preferences that make her "leisure self".

Teacher and Other Educational Personnel Input

Other education personnel may have good information about the student that can be related to leisure. The physical education teacher may be aware of some of the student's interests and abilities as well as the student's interactions with others in a fun environment. The guidance counselor, vocational education specialist, occupational therapist, and former or current teachers may know about family situations, resources, and abilities the student has.

> Note: Be careful not to set limitations on the student based on others' reports.

All of these methods of assessing the student's leisure environment and skills can be used to identify the specific leisure needs of the student. Even though the basic model curriculum is already established, it should be tailored to the needs of each student. Depending on need, certain areas can be stressed more than others. Other topics can be expounded. Some needs of students may vary while other needs are common. These different needs usually can be addressed in a small group situation, but may require some one-on-one work. Whether you conduct small group or individual leisure education sessions depends on your scheduling alternatives and the needs of the students.

<u>Scheduling Individual and Group Sessions</u>

The frequency of the leisure education sessions is an important factor in the success of the program. Sessions should take place at least once per week, more if possible. If sessions are held only once per week, the classroom teacher should be encouraged to reinforce that week's content throughout the school week. That presumes a cooperative working relationship between the facilitator and the teacher. Biweekly sessions seem to work well because they give students time between sessions to practice skills learned, and frequent sessions encourage retention of information covered.

Since leisure is such an individual topic, individual sessions would be optimal for most sessions. However, this will not allow the facilitator to reach as many students. Grouping students into small groups allows for some individualization and at the same time allows for non-threatening interaction that can stimulate student participation. Be careful, however, not to let a more outspoken student overshadow another who is shy or passive. Provide chances for the quieter students to initiate responses.

Small groups may work best if the students are grouped according to needs. Some students who can readily identify their interests and ideas for fun may be ready to learn to plan outings and learn more about the community while other students may not yet have an understanding of their free time, interests, etc. These students could be placed into two separate groups. Students can help each other by practicing some of their leisure skills with each other outside the leisure education sessions (initiate an activity with someone, have conversations about their interests and past week's leisure endeavors, plan an afternoon together, etc.).

The facilitator should give the student opportunities to practice using leisure skills in the actual settings for the activities she plans. This may involve transportation during school hours and longer sessions than the usual one-hour sessions. Community trips may require special permission from the school and from parents. Be sure to check each school's policy. Even within the same school district, policies for each school can be different.

Coordinating With Teachers

When setting up a schedule, work closely with the teacher(s) of the students with whom you will be working. Identify all possible times students are available. Ideally, you will assess the students before scheduling especially if you will be working with small groups. This would allow you to determine who needs leisure education services, and to group students according to their needs.

If the leisure education program will not include an entire class, remember to schedule a room in which to conduct leisure education sessions. Testing rooms (used by psychologists) and other rooms that hold a certain uneasy feeling for some students should be avoided if possible. Small meeting or work rooms in classrooms and libraries, or classrooms vacant for an hour are possibilities. For those schools where scheduling rooms is a problem, the cafeteria can be an adequate meeting place. Be sure to maintain contact with the office or cafeteria to be aware of others' use of the space. The teacher should help you to schedule a location for your sessions. Whenever possible, sign up for the room you need. If the school does not have a policy for reserving a common room, you may want to try to get something in writing that shows your reserved times and dates. This documentation would alleviate potential confusion in the future.

SUGGESTIONS FOR WORKING WITH STUDENTS

It is crucial to remember that independence during leisure is one of the major goals of leisure education. Facilitators need to be careful not to allow students to become dependent on them. Allowing and encouraging the students to act as independently as possible is essential. Be careful not to establish an environment that creates dependence. Allow the student to rely on her own ideas and abilities. Encourage her to initiate actions rather than to rely on the facilitator's cues.

Be aware that some information that you receive from the student may be misleading. (She may not actually go to parties, or she just hears others talking about these things that she does not do.) Parents can help to straighten out these misconceptions. Although some parents may not know what their children do during leisure, most of them will. And remember, some students with developmental disabilities are not able to understand and use "yes" and "no" accurately. Ask for information in ways that will yield more usable, accurate information.

In order for the student to get the most out of the leisure education program, the facilitator must remember to work within the student's "accessible community". A student's accessible community is the places she can go without the aid of school resources (buses, fee discounts, etc.). The facilitator must work within the student's resources so that the information learned will be relevant to the student and be carried over into her non-school life. The facilitator can still help her develop and locate more resources, but the stress on independence must remain. For example, transportation during leisure hours is a problem for many students. If the student lives on a city bus line, it may be worth taking the time to teach the student to use the bus. Encourage the student to talk to a friend about a place she wants to go, and maybe the friend's parents or siblings can drive them to the activity site. Or, if a student identifies a park that is a long way from her home, help the student identify a park that has similar facilities and is more convenient and realistic.

SUGGESTIONS FOR WORKING WITH PARENTS

The student's leisure participation habits are influenced by family values, family roles, and family support. These factors affect the level of family involvement in the student's leisure education program, which in turn affects the follow through of skills learned into the home environment and the student's development of independent leisure skills. Therefore, the more the parents are involved with the leisure education of their child, the better the chances are for continued follow-through and leisure development beyond the school's leisure education program.

It is important to note that the facilitator should not impose her own leisure and social values on a student or family. The facilitator should

respect their values and guide them to make appropriate choices concerning their child's leisure.

An area where the parents are particularly helpful is determining whether or not a student has carried out leisure plans. Some students may report that they carried out their plans, but their reports may leave doubt in the facilitator's mind. Many students will tell these "stories" to please the facilitator. Other students may not be able to report on their leisure activities due to a low level of verbal skills. Parents can be involved with this crucial part of the program through telephone calls and notes.

Since parents are expected to follow through with the goals of leisure education by giving their child opportunities to practice the newly acquired leisure skills, parents should be included in the leisure education of their child. The facilitator should share information about how the student is doing in the program, especially since the skills learned in the program are to be used at home. The parents should be encouraged regularly to share relevant information about their child's leisure habits, difficulties, and health with the facilitator. Additionally, the parents should be included in making decisions about their child's leisure future.

The parents and facilitator should work out a communication system. Perhaps sending home session materials the student completes will work best (see *Leisure Notebook*, page 20). The parents may want a weekly or bimonthly synopsis of what and how the student has been doing in the leisure education program as well as what the parents can do to help their child further develop and use skills she has learned. This contact with the parents may require some educating of the parents in regards to their child's leisure. Open communication offers a better chance of the leisure education program's long term benefits for the student.

SUGGESTIONS FOR WORKING WITH TEACHERS

The facilitator should allow time for communication with the student's teacher(s). This could take place a few minutes before or after each session or one day a week during the time when the student is involved in the leisure education program. Teachers are an excellent resource for information about the student's family support, social skills, behaviors, reinforcement strategies, leisure behaviors and habits during free time at school.

Teachers should be informed of the student's performance during leisure education sessions. Skills learned through leisure education (activity initiation, decision making, assertiveness, leisure awareness, community resource knowledge, etc.) could be reinforced by the teacher throughout the program. Keeping the teachers aware of the leisure education program can help them to understand further the leisure needs of the student and help them to incorporate leisure education objectives in other curriculum areas during the school week.

USING THE MODEL LEISURE EDUCATION CURRICULUM

The Model Leisure Education Program consists of ten units. Each of the units has a different topic area and builds on the previous units. Some students may master the content of a few units quickly especially if they already have the necessary skills. Other students may need more time on a particular unit. Most units can be conducted in forty-five minutes to one hour. Depending on the student(s), however, a unit could require two one-hour sessions rather than the usual one session.

Each unit is divided into five parts: goals, objectives, session outline, materials needed and suggestions. Each goal has related objectives that are represented through activities in the session outline. The goals and objectives are numbered to show the relationship among them. For example, goal number 1 corresponds with objectives 1.1, 1.2, and 1.3. Goal number 2 corresponds with objectives 2.1, 2.2, and 2.3, and so on. In the session outline, each activity shows a number(s) in parenthesis which corresponds to the related objective(s). Each of these session activities can be found in the section entitled Leisure Education Curriculum Materials.

Each session should begin with the student(s) reporting on her leisure since the previous session (see *My Leisure This Week* in the Leisure Education Curriculum Materials section). This discussion should include any "homework" (see *My Leisure Plans*, page 59) she was to do. If she did not carry out her plans, discuss why not, how to remove barriers, and include the incomplete plan on the present session's *My Leisure Plans*. A quick review of the previous session should lead into the present session's discussion.

To help the student meet expectations stated in the objectives, the session outline explains the activities for the unit. Any materials needed for the unit are listed following the session outline. To further assist the facilitator, suggestions are included in each unit. The suggestions may bring attention to other techniques or ideas for certain situations.

After the student completes the ten units of the curriculum, units 8, 9 and 10 should be repeated as often as possible to give the student practice in planning activities, participating in the planned activities, and evaluating them as well as planning for future leisure pursuits. The students will benefit from this repetition. Of course, at any time, other units can be repeated to strengthen the student's leisure skills. It is important to note that when the student has developed skills that enable her to be independent during leisure, she should have officially completed the program. Although direct services would then stop for that particular student, a specific ongoing leisure guide should be developed with follow-up scheduled if possible (see section entitled *Parents' Guide to the Leisure Notebook*, page 21).

IMPLEMENTATION STRATEGIES AND CONSIDERATIONS

In actually using the curriculum materials, there are several general strategies and considerations such as role-playing, inappropriate interests, using actual leisure environments, and outings that should be noted. In addition, there are many specific tools which are used within the curriculum. Three of the more often used tools (*My Leisure Plans*, *Leisure Notebook*, and *Parents' Guide to the Student's Leisure Notebook*) are highlighted in this section. Finally, prior to the presentation of the actual curricular materials, is a comment about when to begin a leisure education program.

Role-play

Some students have difficulty initiating interaction with others, including their parents. There are many instances in which role-playing can help the student develop skills and confidence which will enable her to carry out ideas independently. When the facilitator encourages the student to ask someone at home to participate in a recreation activity, the student may be intimidated and may feel she cannot ask anyone. Role-playing can be an effective tool to help the student gain enough confidence to initiate a conversation or carry out her plans in an unfamiliar environment. For example, if a student does not feel comfortable calling a friend on the telephone, allow the student to practice with you. Have a mock telephone conversation with her, pretending to be her friend on the other end of the line. Make these situations as real as possible. For example, what if her friend's father answers the phone? This makes her very nervous, but she still needs to ask for her friend. Use role-playing liberally throughout the curriculum.

Age-appropriate Interests

Some special education students may have interests that are not appropriate for persons of the same age who are not disabled. This is a sensitive area since choice is one of the major themes of the leisure education program. The facilitator should channel inappropriate interests into similar age-appropriate interests. For example, if an older student enjoys a children's exercise cassette, introduce her to one that includes fun music and is designed for adults. Playing with Play-dough could lead to the use of modeling clay. Over time, exposure to more age-appropriate activities could help the student develop interests in activities in which non-disabled peers are participating. Age-appropriate interests can help bridge the social gap between the student and non-disabled peers.

Using Actual Leisure Environments

Although "simulating" activities is helpful to the learning process, the student's ideas and plans during the leisure education program should be carried out in the natural environment for the activity. For example, if the

student wants to shoot basketball, do not rely only on the school's gymnasium during a free period. The environment in which the student may be able to apply these skills is in her neighborhood, at the recreation center or the playground. The school gymnasium does not offer the natural stimuli and cues that are unique to the actual activity environment. For example, the natural environment allows the student to experience check out procedures, sharing a court and ball with others, fending for herself by getting rebounds for herself, learning her way around the facility (bathrooms, water fountain), avoiding a competitive game going on in the next court, etc. These and other situations should be confronted in the student's **actual leisure environment**.

Many students find it difficult to learn a skill in one place and use it in another place (adaptability). By providing opportunities in the actual environment, there is a better chance that the student will learn and independently carry out these skills in the future. As such, outings are an integral part of this contextualized leisure education program.

Typically, the leisure education sessions begin at school. However, after some of the basic leisure skills and attitudes (covered in units 1 through 7) have been learned by the students, the actual community-based phase of the program begins. This phase involves the introduction and actual use of recreation services and facilities in a community-based setting. The student begins by planning outings with the facilitator. These outings could include a variety of recreation opportunities such as libraries, swimming pools, community centers, art centers, skating rinks, and exercise classes. The student plans these trips initially with the help of the facilitator who encourages the student to plan activities in which she is not already participating. Once the plans are made and appropriate permission is obtained from parents and the school, the facilitator and the student visit the site to carry out the activity.

It can be expected that there will be some apprehension between people with disabilities and the general public. To allay these anxieties, the facilitator should visit facilities to be used prior to a specific outing to identify and orient a staff person who is interested and willing to be a contact person for the student. This contact person should be introduced to the student during the first outing as someone who is available to help by answering questions, assisting in understanding confusing situations, helping with registration procedures, etc. The contact person should be friendly, helpful, and encouraging, but not someone who will be overly helpful or overly protective which could create dependence rather than independence. In this way, the contact person becomes an important part of the integration process by helping to make the student more comfortable in this new leisure environment.

During the outing, the facilitator encourages the student to act independently without relying on cues from the facilitator or the contact person. For example, when a student enters a recreation center with plans

to play a game of pool, the student should approach the center staff and request the equipment needed without prompting or assistance. Checking out the equipment independently can help to increase the student's self-reliance and confidence. All of the skills (social interaction, assertiveness, etc.) that have been learned in the leisure education program can be used and hopefully internalized in this actual community-based setting. Although the facilitator is an important part of the process, the facilitator should fade as quickly as practical to encourage independence and social integration.

My Leisure Plans

My Leisure Plans is a tool designed to remind the student of things she wants to do in her free time (see page 59). It is similar to homework assignments, but the student decides on her own leisure plans. If the student has difficulty with ideas initially, the facilitator can suggest leisure plans for the student to help improve her leisure skills. For example, the facilitator can suggest ideas such as calling a friend, asking someone to go somewhere fun on Saturday, telling her parents what she likes or wants to do for fun, or getting some exercise. These suggestions for *My Leisure Plans* can work to encourage the student to try new things or things she is not confident in doing. The facilitator should always move toward encouraging the student to make plans on her own.

If a student does not carry out *My Leisure Plans* from the previous session, the facilitator should review the plans and discuss why she did not follow through with her ideas. The student could benefit from role-playing, a brief discussion of barriers, or just encouragement. The incomplete Leisure Plan(s) could be included on the next session's *My Leisure Plans*. The student needs to learn that doing things she likes to do in her leisure is important....and FUN!

If the student fails to carry out *My Leisure Plans* on a repeated basis, the facilitator should contact the parents to see if they are aware of any reasons that their child is not following through. Also, the facilitator should ask the parents to encourage or remind their child to carry out her ideas (see more under the section entitled Suggestions for Working with Parents).

Alternately, the facilitator may want the student to choose leisure plans that can be carried out at school during periods of free time (during the lunch period or in class if she finishes work early). Leisure plans that can be carried out during leisure at school can help the student build confidence in her abilities to control her leisure. This type of assignment will allow the teacher to remind or encourage the student to follow through with *My Leisure Plans*. The teacher will have some insight to the student's leisure that the facilitator might not have a chance to observe. As the student increases her responsibility for her leisure at school, she may be able to increase responsibility for her leisure at home through home-oriented leisure plans.

Some students do well in carrying out all of their leisure plans. They should be encouraged to develop plans in addition to the leisure plans listed in each unit of the curriculum. Continue to challenge students to do something new and different than they usually do.

Leisure Notebook

The facilitator should develop a leisure notebook for each student. Each time a session activity is completed, the facilitator should include it in the notebook. This notebook will give the student a collection of completed activities that can help her maintain and further develop independent leisure skills at home. Session activities such as *Leisure Ideas*, *Places To Go*, *Solving Problems With My Free Time*, and *Planning What I Want To Do* can be very helpful to the student at home (see section entitled Curriculum Materials for copies of these session activities).

If the student cannot read the materials, where possible, encourage the family to help the student use the information available in the *Leisure Notebook*. For these students, the facilitator can substitute pictures for words on some of the session forms. Activity pictures depicting age-appropriate activities can be taken from magazines, computer files, or the facilitator can design activity picture cards to assist communication and interest identification throughout the curriculum.

The facilitator should consider several things before sending the *Leisure Notebook* home. The student needs to understand the materials and how they can benefit her and her leisure before she takes them home. The student's family should be informed about the uses and benefits of the *Leisure Notebook*. The facilitator should request that the student bring the notebook to the sessions for review and additions. Without follow up concerning this notebook, the student may forget about using it, or someone may discard it thinking it is simply examples of classwork, without realizing its importance.

The session activities the student completes build on each other. Therefore, the facilitator should have previous session materials available for reference at each subsequent session. The student could add to some materials, change some information on them, and use them in the planning process. If session materials are sent home in the *Leisure Notebook*, copies for the facilitator should be made to keep a record of the student's leisure information. The information in the *Leisure Notebook* is useful throughout the program. It will also be helpful as the student completes the program and the facilitator develops a planning guide to help the student and her family maintain the gains made in the leisure education program (see next section and Appendix H).

Parents' Guide to the Student's Leisure Notebook

When a student has completed the leisure education program or when she is exiting school, a specific ongoing plan should be written to help the student maintain the gains achieved during the leisure education program. Such plans can take on different forms. The style depends on who will receive it (teacher, family, or the student herself), the needs of the student, and how it can be expected to be used. It can range from a couple of pages to a full packet of useful information. **The key to a good plan is its individuality and its usefulness to the person(s) receiving it.** The plan should include a brief description of the student's:

-leisure interests, ideas,
-friends and their telephone numbers,
-leisure skills (strengths and weaknesses),
-community resources for leisure in which she has an interest and which are in her accessible community, and,
-ideas for further development of independent leisure skills and attitudes.

Any other information that may be helpful to the family or future facilitators/educators should be included as well. Some leisure education activities (such as those included in the curriculum materials section) that can be done at home can be shared with the family. This information could encourage the family to help the student to continue to grow and learn about her leisure. Remember, learning leisure skills and attitudes is a lifelong process for everyone.

Parents' Guide to the Student's Leisure Notebook is included as an example of how information from the student's leisure education program can be shared with parents, families and teachers (see Appendix H). This sample format is a comprehensive one for the purpose of showing the variety of information that can be included in an ongoing plan.

The following section presents the model curriculum materials in a sequential session by session format. We hope you find it useful in your work with students.

Leisure Education Curriculum

Unit 1	Leisure Awareness
Unit 2	Self Awareness in Leisure
Unit 3	Leisure Opportunities
Unit 4	Community Resource Awareness
Unit 5	Barriers
Unit 6	Personal Resources; Responsibility
Unit 7	Planning
Unit 8	Planning an Outing
Unit 9	The Outing
Unit 10	Outing Evaluation; Future Plans

UNIT 1: LEISURE AWARENESS

GOAL: 1. To increase awareness and understanding of leisure, its place in her life, and its benefits.

OBJECTIVES: The student will:

1.1 describe leisure by using such terms as free time, fun, play, things I want to do, non-work time, etc. to demonstrate understanding of leisure.

1.2 identify her leisure hours by completing the *Leisure Time Clock.*

1.3 make at least one positive statement about leisure.

1.4 differentiate between work time and free time during a typical day using the *Leisure Time Clock*, if necessary.

1.5 share her leisure ideas and interests with others.

SESSION OUTLINE:

1. What is Leisure? (1.1, 1.3)
   Encourage the student to share her ideas about leisure. Discussion topics: variety of leisure opportunities; benefits of leisure (emotional, social, cognitive, physical); importance of a healthy leisure; relationship of leisure to work.

2. Leisure Time Clock (1.2, 1.4, 1.5)
   The student should complete this activity as independently as possible. Upon its completion, the student should be able to identify free time vs. work time.

   Ask the student to talk about how she spends her free time hours noted on her clock. Are there any changes she would like to make concerning her free time?

   Discussion topics: Do you have free time at school/work? How do you spend that time? What day of the week do you have the most free time? Least?

3. My Leisure Plans (1.5)
   The student should:
   Tell someone at home (preferably parents) three (3) things she likes to do in her free time.

MATERIALS NEEDED*:

Leisure Time Clock
My Leisure Plans
Colored Pencils

SUGGESTIONS:

My Leisure Plans should be written by the student, if possible, to reinforce personal responsibility and her own ideas. *My Leisure Plans* should be taken home as a reminder for the student. In addition, a nonverbal or shy student can more easily share *My Leisure Plans* with the parent(s).

Practicing (role-playing) the task mentioned in *My Leisure Plans* will build the student's confidence in approaching her parents. Many students do not feel comfortable asserting their ideas to others. This role-playing could prove invaluable to the student's development of confidence and assertiveness.

If the student has expressive language difficulties, pictures could augment the *Leisure Time Clock* activity as well as *My Leisure Plans*.

*See section entitled Leisure Education Curriculum Materials.

UNIT 2: SELF-AWARENESS IN LEISURE

GOAL: 2. To become more aware of her work activities vs. leisure activities, leisure habits, interests, motivations, and the interests of others.

OBJECTIVES: The student will:

2.1 describe her discussion with her parents about leisure activities she likes.

2.2 demonstrate an understanding of the difference between work activities and free time activities by identifying the activity pictures as work or leisure with at least 80% accuracy.

2.3 identify motivations for activities she is interested in to begin to learn how leisure can fulfill some of her needs.

2.4 identify those activities she does not like that other people do like to realize it is natural to have some different interests than others.

2.5 identify at least five (5) activities she is interested in, using the activity pictures if needed.

2.6 identify leisure opportunities available at home using *Looking for Leisure at Home.*

SESSION OUTLINE:

1. Review Homework (2.1)
   Ask the student to discuss last week's Leisure Plan. Was it difficult? What did her parents say? Encourage the student to continue to share her leisure ideas with others.

   If the assignment was too difficult, the student could benefit from role-playing. Role-playing gives the student the opportunity to practice the situation and build her confidence in dealing with the specific task. This confidence is an important step in many students' leisure development.

2. Activity Pictures (2.2, 2.5)
   Using activity picture cards (see page 20), the student should divide the cards into two (2) groups: work activities and leisure activities.

Next, using the cards she determined as leisure activities, the student should divide them in two (2) groups:
activities in which she has an interest, and
activities in which she does not have an interest.

3. Discussion Topics (2.2, 2.3, 2.4)
Some activities can be interpreted as either work or leisure, depending on the individual (e.g. yard care). What makes you like these activities? What needs of yours are being met (social, emotional, physical . . .)? Which three (3) activities are your favorites? What don't you like about the others?

Which of your interests haven't you been doing? Why haven't you been doing them? How would you change your habits to better enjoy your free time? (You may need to refer to the *Leisure Time Clock*.)

What does your mother (father, brother, sister, best friend) like to do? Which of these activities do you like?

4. My Leisure Plans (2.6)
The student should:
Complete *Looking for Leisure at Home*. Look all over her home, and write down ten (10) things that she can use in her free time. She should check (√) her favorite

Repeat last week's goal if not completed.

MATERIALS NEEDED*:

Activity Picture Cards
My Leisure Plans
Looking for Leisure at Home

SUGGESTIONS:

Make a note of how the student wants to change her free time. You could incorporate those ideas in future sessions or assignments. Also for future reference, make a list of the activities she identified as things she is interested in.

When discussing why the student likes or dislikes activities, it may help to spread out the pictures she identified as leisure on the table so she can refer to them. Doing this could help stimulate discussion concerning motivations, etc.

*See section entitled Leisure Education Curriculum Materials.

In a small group, students can take turns naming their interests one at a time until they cannot think of anymore. Next, take turns naming activities that they do not have an interest in. If a small group is not possible, this can be done with the student and facilitator only. Discuss the situation in which one person's interest is another person's "dislike". This is natural - - leisure is an individual concept, and we need to respect other's interests, as well as our own. "What would you do if your friend wanted you to do something you don't like to do?" or vice-versa?

If the student cannot read or write, tell her to ask someone at home to help write the student's responses to the homework.

UNIT 3: LEISURE OPPORTUNITIES

GOAL: 3. To realize the variety of leisure opportunities available at home and in the community.

OBJECTIVES: The student will:

3.1 report on last unit's homework sheet to demonstrate an awareness of leisure opportunities at her home.

3.2 name at least five (5) places to participate in leisure activities outside the home.

3.3 name things to do for fun in which she needs no help with the initiation or participation in order to become more aware of her ability to control her leisure.

3.4 plan and do one fun thing before next session to demonstrate responsibility for her own leisure.

SESSION OUTLINE:

1. Review Homework (3.1)
   Discuss the objects found at home, stressing alternatives to television, etc. Which are her favorites? Why? Can she think of any other things she has that can help her have fun during leisure?

2. Leisure Ideas (3.2, 3.3)
   Ask the student to name a variety of places to go in the community for fun. Using the list of leisure interests from Unit 2, ask the student to share her ideas concerning places in the community that can be used for these specific interests. What places has she been to before? Discuss places she did not identify that may be of interest to her. Also ask the student to list other ideas for fun that fit the other categories on *Leisure Ideas*. These lists should be added to throughout the program.

   Ask the student to list activities she can do at home or in the community without assistance (commend these, if appropriate). Discuss the student's ability to control her free time and to initiate activities. Stress abilities, independence, freedom of choice, and responsibilities.

   [This session may be a good time to give the student the *Leisure Notebook* explained on page 20.]

3. My Leisure Plans (3.3, 3.4)
   The student should:
   Exercise her freedom of choice by choosing at least one activity to do that she can do without help (using *Leisure Ideas* or last unit's homework if needed).
   [Stress responsibility.]

MATERIALS NEEDED*:

Unit 2's list of student's interests
Leisure Ideas
My Leisure Plans

SUGGESTIONS:

Pictures of activities could help to stimulate the student's ideas of places she likes to go.

While discussing what the student likes to do at home, note if the interests are age-appropriate. Age-appropriate activities are those activities that are appropriate for the student's non-handicapped peers to participate in. The student might participate in activities which are <u>not</u> viewed as age-appropriate (a 21 year old who watches Sesame Street); however, the facilitator should praise those activities she does that <u>are</u> more age-appropriate. Respect the student's freedom of choice, but try to increase her awareness of more age-appropriate activities that she sees as being fun.

*See section entitled Leisure Education Curriculum Materials.

UNIT 4: COMMUNITY RESOURCE AWARENESS

GOAL: 4. To increase awareness of community resources for leisure.

OBJECTIVES: The student will:

4.1 describe the activity she did for homework and how she felt when she carried out her leisure plans.

4.2 list at least eight places in the community where she would be able to enjoy her leisure.

4.3 find the locations and phone numbers of places in her accessible community (places she can get to using her own transportation resources) using a phone book (and map) with assistance if needed.

4.4 call a facility to acquire more information about leisure opportunities at the facility.

4.5 share with her family her ideas of places she wants to go for fun.

SESSION OUTLINE:

1. Review Homework (4.1)

   Ask the student to report on last unit's Leisure Plan. Did she complete her chosen activity? How did it make her feel to do something she wanted to do? What was best about it? Was anything not good about it? Will she do it again? What could make it better next time?

   If she did not do the chosen activity, include it in today's *My Leisure Plans*. Also, role-playing or discussion of her chosen activity can be used to increase confidence and the desire to participate.

2. Places To Go (4.2, 4.3, 4.4)

   Discuss with the student places in her accessible community that she can go during leisure. She should write down the names of these places that she is interested in under the appropriate heading (recreation centers, bowling alleys, etc.).

   She can refer to *Leisure Ideas* for help. Once the student has completed listing places to go, she should use the phone book to find the locations and phone numbers for these places. Involve the student as much as possible.

The student should then try to list activities and opportunities that are available at each resource. The facilitator may need to assist with these lists to keep them accurate.

The student should try to call some of these places to ask for the times they are open, costs, leisure opportunities available, etc. Role-playing may be needed for the student to build confidence in calling someone she doesn't know. (Many students are used to calling only their family members or best friends.)

3. My Leisure Plans (4.5)
   The student should:
   Choose two activities and **do them** before next session.

   Tell her parent(s) one place she would like to go for fun someday. (She can choose from *Places To Go* or *Leisure Ideas*.)

MATERIALS NEEDED*:

Places To Go
Telephone Book
My Leisure Plans
Map (optional)
Telephone (optional)

SUGGESTIONS:

My Leisure This Week can be used as a guide for introductory discussions for each session (see section entitled Curriculum Materials).

Try to focus on places in her accessible community (the area that she can get to with the resources she has: e.g. transportation, money, etc.). Some students' accessible communities are much smaller than other students'. Often, the student knows only of places that she has visited on school field trips. However, many of these places are not accessible to the student without school assistance (transportation, fee waiving/discounts, etc.). The facilitator should be aware of the location of the student's home to help locate appropriate facilities. A map could help identify facilities within the student's accessible community.

If she cannot name even one place under a heading, look one up in the phone book or share your community knowledge with her. It is good to list more than one place under each heading. There are times when one place may be closed, more expensive, etc.

*See section entitled Leisure Education Curriculum Materials.

UNIT 5: BARRIERS

GOAL: 5. To increase awareness of barriers to fulfilling leisure needs and to improve the ability to work through barriers in order to participate in chosen activities.

OBJECTIVES: The student will:

5.1 describe how she felt about last unit's chosen leisure plans, including her parents' reaction when she shared her ideas with them.

5.2 identify at least five barriers that could prevent her participation in chosen leisure activities.

5.3 identify fun things she wants to do but does not do to realize the effects of barriers on her leisure lifestyle.

5.4 list barriers and list ways to overcome them to increase confidence in her ability to resolve problems with barriers.

5.5 choose one activity to do before next session that requires the resolving of at least one barrier in order to demonstrate responsibility for her leisure.

SESSION OUTLINE:

1. Review Homework (5.1)

   Encourage the student to report on the activity she chose to do.

   Encourage the student to discuss sharing her idea of a place to go with her parents. What did they say? Was it difficult to ask them? How did it feel? Does she think she will be able to go there? When?

2. Identifying Barriers (5.2, 5.3, 5.4)

   Using *What Gets In My Way*, ask the student to identify up to ten activities she wants to do during free time. Then, the student should list why she is not doing those identified activities.

   After the student has listed all the barriers she can, use the checklist *Why I Don't Enjoy My Free Time* to get a more complete picture of the barriers she faces during leisure. Discuss the real effects of these barriers on her leisure lifestyle.

3. Breaking Down The Barriers (5.3, 5.4)

Ask the student to choose one activity she wants to do but has not done lately. Using *Solving Problems*, the student should list reasons why she doesn't participate in this activity. Then, for each reason listed, help the student to list ways to work through these barriers ("reasons"). For assistance, the student may need to refer back to *What Gets in My Way* and *Why I Don't Enjoy My Free Time.*

Help the student practice removing some barriers through role-play or through discussion of possible situations which involve some of the student's own barriers. Are there some barriers that cannot be resolved? Which ones can be resolved by the student?

4. My Leisure Plans (5.5)

The student should:

Choose an activity she wants to do that involves a barrier. She must overcome this barrier and participate in her chosen activity. Before dismissal, the student should discuss (and practice, if necessary) how she will resolve the barrier.

MATERIALS NEEDED*:

What Gets In My Way	Solving Problems
Why I Don't Enjoy My Free Time	My Leisure Plans

SUGGESTIONS:

To help the student understand the idea of barriers, you may need to use a more concrete method the student can relate to. For example, you could talk about driving a car to the movie theater, and there are barriers in the road that you need to go through or around. You can either turn around and go back home or work to get around the barriers to go to the movies. Visual aids may help. (You can move your fist along a table, and the other hand could be a barrier that "stops" the car. When the barrier problem is solved, the "car" continues.)

Concerning this unit's Leisure Plan: In order for the student to build confidence and to have a better chance for success, make certain she chooses an activity for which barriers are not too numerous or too difficult for her to work through at this point.

This unit, Barriers, should be briefly reviewed or referred to during the remaining units. The ability to overcome barriers is a crucial part of the student's success in this program.

*See section entitled Leisure Education Curriculum Materials.

UNIT 6: PERSONAL RESOURCES; RESPONSIBILITY

GOALS: 6-1 To further develop responsibility concerning leisure, including barriers and physical fitness.
6-2 To increase awareness of support system and how people can help during leisure.

OBJECTIVES: The student will:

6-1.1 identify a barrier she removed in order to participate in a chosen activity since last session.

6-1.2 explore ways of improving leisure by becoming responsible for her physical fitness through exercise.

6-2.1 identify at least two people who can help her during leisure.

6-2.2 identify how these people can help her with transportation, money, companionship, etc.

SESSION OUTLINE:

1. Review Homework (6-1.1)
   Encourage the student to share the results of last unit's Leisure Plan. Did she remove a barrier?

   If yes: What was the barrier? Was it difficult? What made it difficult? How did it feel when she broke through the barrier(s) and followed through with her own idea?

   If no: Why was she not able to remove the barrier? What can be done next time to succeed? Perhaps practice in removing this barrier is needed again. Consider alternate activities if barriers cannot be resolved.

2. People and Things to Help Me In My Free Time (6-2.1, 6-2.2)
   Complete the exercise *People and Things to Help Me.* Encourage the student to name people who could help her during leisure (someone at home, someone you can call to help, etc.). Be sure the student identifies and understands ways these people can help (transportation? companion? money?). Does she have their phone numbers?

   When the student is listing friends, find out whether or not the student knows (or has) these friends' phone numbers. If the student does not have friends' phone numbers, she could ask them for their numbers as part of

her homework. Add to this list in future sessions, if other personal resources are discovered.

3. My Exercise Program (6-1.2)
   With the student, read the exercise program and practice the exercises (if needed). Encourage her to identify the exercises independently.

4. My Leisure Plans (6-1.2)
   The student should:
   Find phone numbers for the people on *People and Things to Help Me.*

   Exercise on at least one day. (Record any exercises you do.)

   Choose one activity and do it, removing barriers if needed. (This could require a brief discussion.)

   Call a friend.

MATERIALS NEEDED*:

My Exercise Program
My Leisure Plans
People and Things to Help Me In My Free Time

SUGGESTIONS:

When the student is listing people who can help her during leisure, encourage her to list people other than teachers (e.g. relatives, friends' parents, neighbors, church friends).

Concerning Exercise:
A student may choose not to do any of the exercises during her free time. Discuss other ways to stay in shape...walk with a friend or family dog, jump rope, ride a bicycle. Encourage her to exercise in some way. Hopefully, the student will develop an interest in some type of exercise. Some students may not like to do these exercises at first. However, once they do them a few times, they may take more of an interest in staying in shape.

Discuss the need for students to take responsibility for their health and to take care of themselves. To exercise, the student only needs some space and a little time.

*See section entitled Leisure Education Curriculum Materials.

When introducing the exercises, discuss ways to make them more enjoyable (exercise with a friend, listen to music while exercising). Also, discuss appropriate places to exercise (not in the front yard where everyone can see).

Review the exercises with the student. Encourage the student to identify each exercise first, without assistance. Some students may need demonstrations and a little practice in order to understand the exercises.

Teach exercises in the correct form for the student's safety. If the student is able to learn only eight of the exercises, encourage her to do these eight at home. During future sessions, try to increase the number of exercises the student can do at home.

Show the student how to keep track of the number of repetitions of each exercise she does each day. By keeping a record, she will be able to see improvement (increased repetitions) over time, and the student will be able to make sure she is exercising often enough (at least three days per week).

UNIT 7: PLANNING

GOAL: 7. To increase ability, confidence and responsibility in planning for her own leisure.

OBJECTIVES: The student will:

7.1 describe her exercise habits over the past week.

7.2 demonstrate the understanding of influences (her interests, money, time, people needed, weather, attitude, mood) when making leisure plans.

7.3 choose and plan at least one activity to do before next session to display her responsibility for her leisure.

SESSION OUTLINE:

1. Review Homework (7.1)

   Discuss the student's exercise habits since last session. How many different days did she exercise? How did she feel during the exercises? After the exercises? When does she plan to exercise again? Review any exercises she is not sure of and review record-keeping if necessary.

   Ask the student to show the phone numbers that she collected. Make sure these numbers are included on *People and Things to Help Me.* If the student failed to obtain all of the numbers, encourage her to try again. (Remember, some people may not have a telephone.)

2. Planning What I Want To Do (7.2)

   Discuss what a good feeling it is to be able to do something you really want to do. Encourage the student to share her ideas and plan things she wants to do instead of waiting for others to think of things to do...Stress the fact that the student can take control of her leisure, and that there are a variety of fun leisure opportunities to choose from.

   Ask the student to choose one thing she wants to do during leisure that requires some planning. (This activity can be something to do at home or in the community.) The student should plan this chosen activity using *Planning What I Want To Do* as independently as possible. She may need to refer to past unit materials to help her make plans without the facilitator's help. Encourage her to plan within her resources (time, money, transportation, etc.).

3. My Leisure Plans (7.3)
The student should:

Choose one activity to do before next session. She should plan this activity using the same planning form if time allows. If there is not enough time to plan this activity, perhaps the activity she planned during this session can become part of *My Leisure Plans*.

Decide how often she plans to exercise this week.

Name at least two other fun things she wants to do this week.

MATERIALS NEEDED*:

My Exercise Program
Planning What I Want To Do
Leisure Notebook (past unit activities)
My Leisure Plans

SUGGESTIONS:

Some students may not be able to recognize, learn or record some of the exercises on the chart. Students may be able to simply put a check (√) next to exercises that she does, regardless of the date. Be sure to encourage them to continue to exercise, even if they can only do a few different exercises.

Reinforce the student's own ideas for her leisure. Students may feel that their ideas aren't worthy of being shared with others. Using role-play, praise and encouragement, help to build her confidence in following through with her own ideas with friends and family.

Stress the control the student can have during her free time. This topic could lead to a discussion of barriers and how she can work through some of these barriers (see Unit 5).

When the student chooses and plans an activity that she wants to do, her feeling of control increases. Being able--and encouraged--to choose and follow through with her own ideas builds confidence in the student. Be sure to reinforce personal responsibility for one's own leisure.

When the student chooses an activity to plan and carry out for "homework", try to make sure she picks one that fits her resources. The activity should be reasonable in order for the student to have a better chance of success in following through with her own idea.

*See section entitled Leisure Education Curriculum Materials.

If equipment is required for the activity and the outing site does not offer this equipment, encourage the student to take responsibility and bring the equipment if she has it at home or borrow it from a friend.

For more advanced students, a homework assignment could be to plan and do an activity she wants to do. This assignment could be given to other students once they become more independent in their planning skills.

UNIT 8: PLANNING AN OUTING

GOALS: 8-1 To become familiar with her *Leisure Notebook* and how it can be useful to her.
8-2 To evaluate past leisure experiences and to plan future leisure experiences.

OBJECTIVES: The student will:

8-1.1 state uses of the contents of her *Leisure Notebook*.

8-1.2 realize the variety of opportunities, choices, and alternatives available in leisure by reviewing *Looking for Leisure at Home, Leisure Ideas, Places to Go,* and *People and Things to Help Me.*

8-1.3 add any new ideas to these forms.

8-2.1 evaluate the leisure plans she made last session through a discussion of her leisure activities since the last session.

8-2.2 list factors she needs to consider when planning an activity (money, time, transportation, attitude, emotions/mood, people, weather, etc.).

8-2.3 plan an outing to be taken with the facilitator using *Planning What I Want To Do* and the *Leisure Notebook* as independently as possible.

8-2.4 use the telephone as independently as possible to inquire about hours of operation and costs or to confirm other information.

8-2.5 demonstrate leisure responsibility by choosing and/or planning at least five (5) fun things to do before next session, and by explaining the planned leisure outing with her parents.

SESSION OUTLINE:

1. Review Homework (8-2.1)
   Encourage the student to discuss the plans she made last session and whether or not they were carried out. How did it feel to do something she chose to do? Were any barriers encountered? She should report on her exercise habits. Review exercise program quickly if necessary.

2. Leisure Notebook (8-1.1, 8-1.2, 8-1.3)

   Give the student her leisure notebook which should include *Leisure Ideas, Places To Go, People and Things to Help Me, My Exercise Program, What Gets In My Way, Why I Don't Enjoy My Free Time, Solving Problems*, a list of her interests from Unit 2, *Looking For Leisure At Home*, and the *Leisure Time Clock*. Discuss uses of each form. Add to the forms any new ideas the student has.

   If the student already has the *Leisure Notebook*, be sure to update her materials.

3. Planning The Outing (8-2.2, 8-2.3, 8-2.4)

   The student should choose and plan an activity for the outing. She may need to use *Planning What I Want To Do* as well as the contents of the *Leisure Notebook*. Encourage her to discuss motivations for participating, as well as factors to consider (money, time, supplies/ equipment needed, etc.).

   The student should use the phone to confirm operating hours, cost, transportation (if necessary), etc. In order to build her confidence, role-playing may be necessary.

   The student should obtain written parental permission for the outing if it is required. This helps in developing her responsibility for her leisure.

4. My Leisure Plans (8-2.5)

   The student should:

   Discuss outing plans with parents, obtaining written approval if necessary.

   List five (5) things she wants to do for fun this week. (One should be to call or visit a friend.)

MATERIALS NEEDED*:

Leisure Notebook (containing all previous work)
Planning What I Want To Do Telephone

SUGGESTIONS:

Allow the student to plan independently as much as possible.

If the student's planning skills are such that she does not need to use the *Leisure Notebook* or the planning form, that's great! However, be sure she is familiar with the contents of the *Leisure Notebook*--she may need them in the future.

*See section entitled Leisure Education Curriculum Materials.

When the student is planning the outing, encourage her to choose something that is within her resources which she can do in the future without assistance from the facilitator or school resources. Be sure to discuss alternatives. (What if...rain, too crowded, etc?).

If written parental permission is required, the student should be responsible for obtaining it. The facilitator can send home a note with the student detailing the planned outing for the parent to sign. The facilitator may also want to confirm the outing by calling her parents.

Encourage the student to take home the *Leisure Notebook* and share it with her family.

UNIT 9: THE OUTING

GOALS: 9-1 To share leisure ideas and experiences with others as she takes responsibility for carrying out her leisure ideas.

9-2 To increase confidence and ability to participate independently in her chosen activity in a realistic setting.

OBJECTIVES: The student will:

9-1.1 discuss her leisure activities since last session.

9-1.2 demonstrate responsibility for her leisure by stating leisure plans and ideas for next week.

9-2.1 initiate her chosen activity at the facility.

9-2.2 approach an authority figure (e.g. staff at a recreation center) or other appropriate person when a confusing situation arises or when assistance is needed.

9-2.3 display appropriate social skills during the outing.

9-2.4 initiate participation with one other person.

9-2.5 alter her leisure plans to maintain positive participation.

SESSION OUTLINE:

1. Review Homework (9-1.1)
   What did her parents say when she told them about the outing?

   Did she do the five things she wanted to do for them?

2. The Outing (9-2.1, 9-2.2, 9-2.3, 9-2.4, 9-2.5)
   Is the permission form signed?

   Did the student remember any needed equipment? Proper dress--clothes and shoes? Money?

   The student should be given the chance (and encouraged) to initiate not only the activity itself, but also the steps leading to the activity. These could include crossing a street, riding the bus, entering the facility, approaching the cashier or equipment checkout counter, entering the activity area, interacting appropriately with fellow

participants, deciding when to switch activities or end participation, deciding when to leave the facility.

Encourage participation with others--not only with the facilitator. When she has a question, she should ask the staff person or a fellow participant, depending on the question.

3. My Leisure Plans (9-1.2, 9-2.4)
   The student should:

   Tell family and peers about outing.

   Name five (5) fun things to do, and try to do them before next session. (Encourage new and different ideas...not the same ones each week.)

   Initiate plans with a friend.

   Exercise.

MATERIALS NEEDED*:

My Leisure Plans

Other materials will vary depending upon the activity and site of the outing (e.g. money, ball, bus tickets, tennis shoes, swim suit, etc.).

SUGGESTIONS:

Many students are highly dependent in the area of initiation. Students watch others for cues, such as when to cross the street (waiting for others to start to cross), checking out equipment at a recreation center (waiting for the facilitator to approach the staff person in the office), choosing a bowling ball (waiting for someone to tell her to pick one out). If given the opportunity to initiate these and other actions, the student's confidence and independence will increase. Be careful of giving too many cues, as they can feed dependency. To avoid over-cueing, pause when appropriate to allow the student to make the next move.

When the student uses a facility, make sure she follows proper procedures. For example, when checking out equipment, do not allow the recreation center personnel to waive the deposit fee.

*See section entitled Leisure Education Curriculum Materials.

When an older student is paying for an activity, she should be charged as a young adult---not as a child. Otherwise, next time she returns to the activity site, she could be charged full price and may not have enough money or may become confused by the increased price.

The facilitator should not create dependency by the student because when the student returns to this activity site, the facilitator may not be accompanying her. Therefore, when the student has a question or a problem, she should learn to approach the staff at the activity site.

Social skills are an important part of most outings. Students are in real situations--not in a practice environment like at school. Good sportsmanship, politeness, and appropriate interactions are all important social skills. For example, the student does not have to say hello to everyone she walks by. Also, she may need to wait her turn, or share equipment or space. The facilitator may need to "take a break" with a student if a discussion of appropriate social skills is needed. This short discussion can enable her to return to the activity and learn to correct her behavior.

The student should be encouraged to participate with persons other than the facilitator. This interaction may not be appropriate in certain situations such as when other people are much younger.

The student should be encouraged to be responsible for her enjoyment. If she is no longer enjoying the chosen activity, she should display assertiveness by choosing an alternate activity at the same facility or site. Maintaining positive participation during the outing is crucial in order for the student to have the desire to return to the site on her own.

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UNIT 10: OUTING EVALUATION : FUTURE PLANS

GOALS: 10-1 To learn the value of evaluating leisure experiences in order to develop one's leisure self.
10-2 To encourage future independent leisure planning and participation.

OBJECTIVES: The student will:

10-1.1 discuss last unit's outing, naming positive and negative aspects of the facility or outing site and the various activities available.

10-1.2 describe what makes a leisure activity rate "very good" to her.

10-2.1 discuss ways that cost, time, location, and people could influence leisure choices in the future.

10-2.2 state leisure ideas and plans for the future to display an understanding of the personal responsibility she has for her leisure.

SESSION OUTLINE:

1. Evaluation of a Leisure Experience (10-1.1, 10-1.2)
   The student should evaluate last week's outing through discussion with the facilitator using *Evaluation of a Leisure Experience.*

2. Leisure Ideas For the Future (10-2.1, 10-2.2)
   The student should discuss possible leisure plans. She should list ideas and describe the planning involved.

3. Leisure Reminders (10-2.2)
   Discuss the student's personal responsibility for her leisure. Review the *Leisure Reminders*, and give the student a copy to take home both to remind her of her leisure responsibility and to share these reminders with her family. She can keep her *Leisure Reminders* in her *Leisure Notebook* at home.

4. My Leisure Plans (10-2.2)
   The student should:
   Do something different for fun.

   Ask someone to do something fun first--before someone asks you. (Don't wait for them to ask you.)

   Call a friend. Make plans with a friend.

   Get up and do something fun when you feel lazy.

MATERIALS NEEDED*:

My Leisure Plans
Evaluation of a Leisure Experience
Leisure Reminders

SUGGESTIONS:

During the discussion concerning last session's outing, the student may have no more to say than, "It was fun". Encourage the discussion by asking questions (see *Evaluation of a Leisure Experience* in the Curriculum Materials section). Some students may think they are supposed to like everything. Or, because her class has been to a certain facility before, she may have chosen that activity site due to familiarity rather than personal interest. This discussion can be very important to future planning and outings.

If the student did not enjoy the activity during the outing, assure her that it's okay. Remember, personal interests are learned through trial and error, exploration and evaluation. Maybe you both can discuss ways to make the activity more enjoyable in the future, if possible. If not, discuss alternate leisure activities she can enjoy.

*See section entitled Leisure Education Curriculum Materials.

Leisure Education Curriculum Materials

Leisure Time Clock

My Leisure Plans

Looking for Leisure at Home

Leisure Ideas

My Leisure This Week

Places To Go In My Leisure Time

What Gets In My Way When I Try To Do Something Fun?

Why I Don't Enjoy My Free Time

Solving Problems With Things I Want To Do

My Exercise Program

People and Things To Help Me In My Free Time

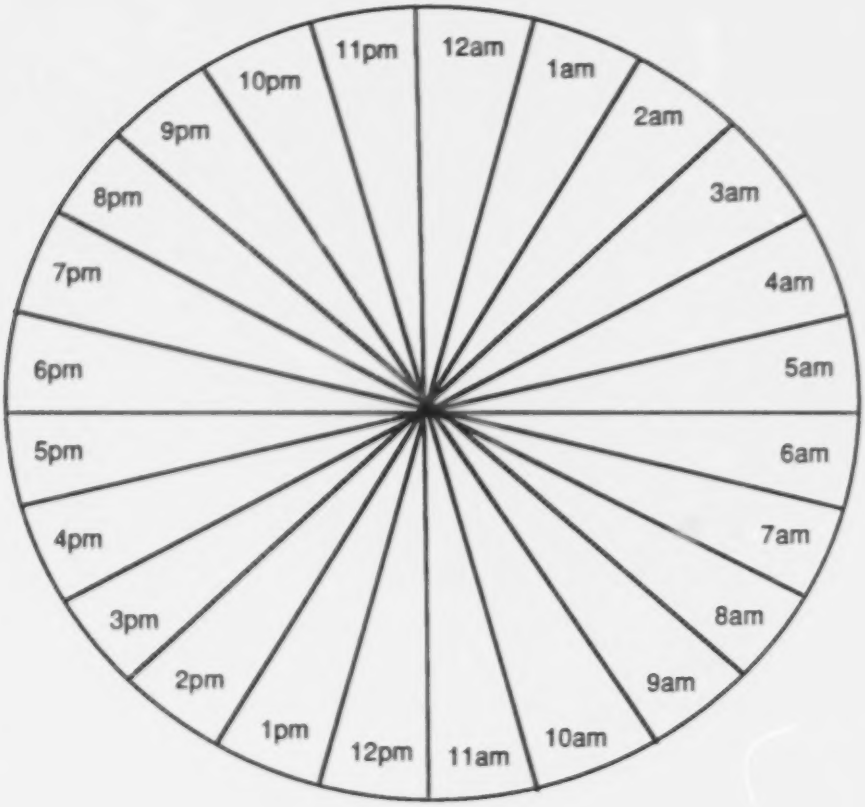
Planning What I Want To Do

Evaluation of a Leisure Experience

Leisure Reminders

Leisure Time Clock

Chosen Day:_____ Student's Name_____



Color work time purple.
Color self-care/sleep time black.
Color leisure time red.
Color "other" time yellow.

Number of work hours =_____
Number of self-care hours =_____
Number of leisure hours =_____
Number of "other" hours =_____

What day of the week would look different than this "clock"?_____

What would be different?_____

What day of the week would look the same as this "clock"?_____

Are you happy with the number of free time hours you have?_____

If not, how could you change it?_____

Adapted from Stumbo and Thompson, 1986

My Leisure Plans

Things I want to do to make my free time even better!

What I want to do this week for FUN:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Driscoll, 1991

Looking for Leisure at Home

Look around your home and find things you can use for fun in your **free time**.

LOOK IN.... Your bedroom
Your living room
Outside your home...in your yard
Your garage, basement
Any other places at home where you can find fun things

Write down fun things you find!

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Put a check (√) next to your favorite things you found!

Talk to someone about how your favorite things make you feel.

Talk to someone about doing these things in your free time.

Driscoll, 1991

Leisure Ideas

Places To Go	Things To Do Alone	People To Call
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.

Things To Make	Things To Read	Things To Learn
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.

Adapted from Stumbo and Thompson, 1986

My Leisure This Week

1. What did you do for fun this week?_____

   _____

2. With whom did you do these activities?_____

   _____

3. What was the best part of your week?_____

   _____

4. What was the worst part of your week?_____

   _____

5. Did you try anything new in your free time this week?_____

   _____

6. Did you learn new things to do for fun this week?_____

   _____

7. What leisure activities that you did this week do you want to do next week?_____

8. How did you feel in your free time activities this week?_____

   _____

9. What activities that you did this week did you do last week?_____

   _____

10. Did you make new friends in your free time this week?_____

    Who?_____

Adapted from Stumbo and Thompson, 1986

Places To Go In My Leisure Time

Name_____

Recreation Centers

1. _____ Phone _____

   Activities: _____ Cost _____

   _____ Cost _____

   _____ Cost _____

   _____ Cost _____

2. _____ Phone _____

   Activities: _____ Cost _____

   _____ Cost _____

   _____ Cost _____

   _____ Cost _____

3. _____ Phone _____

   Activities: _____ Cost _____

   _____ Cost _____

   _____ Cost _____

   _____ Cost _____

Swimming Pools

1. _____ Phone _____

   Times Open: _____ Cost _____

   Is this pool open All Year or in the Summer Only? _____

2. _____ Phone _____

   Times Open: _____ Cost _____

   Is this pool open All Year or in the Summer Only? _____

3. _____ Phone _____

   Times Open: _____ Cost _____

   Is this pool open All Year or in the Summer Only? _____

Adapted from Stumbo and Thompson, 1986

Parks and Lakes

1. _____ Phone _____

Activities: _____ Cost _____

_____ Cost _____

_____ Cost _____

_____ Cost _____

2. _____ Phone _____

Activities: _____ Cost _____

_____ Cost _____

_____ Cost _____

_____ Cost _____

3. _____ Phone _____

Activities: _____ Cost _____

_____ Cost _____

_____ Cost _____

_____ Cost _____

Movie Theaters

1. _____ Phone _____

Movie Times: _____ Cost _____

_____ Cost _____

Discount Shows? When: _____ Cost _____

2. _____ Phone _____

Movie Times: _____ Cost _____

_____ Cost _____

Discount Shows? When: _____ Cost _____

3. _____ Phone _____

Movie Times: _____ Cost _____

_____ Cost _____

Discount Shows? When: _____ Cost _____

Adapted from Stumbo and Thompson, 1986

Bowling Alleys

1. _____ Phone _____

Days and Times Open for
Public Bowling: _____ Cost _____

_____ Cost _____

How to sign up for
Team Play: _____

_____ Cost _____

Other activities: _____ Cost _____

_____ Cost _____

_____ Cost _____

2. _____ Phone _____

Days and Times Open for
Public Bowling: _____ Cost _____

_____ Cost _____

How to sign up for
Team Play: _____

_____ Cost _____

Other activities: _____ Cost _____

_____ Cost _____

_____ Cost _____

Roller Skating and Ice Skating Rinks

1. _____ Phone _____

Days/Times Open: _____ Cost _____

_____ Cost _____

2. _____ Phone _____

Days/Times Open: _____ Cost _____

_____ Cost _____

Adapted from Stumbo and Thompson, 1986

Golf Courses/Miniature Golf

1. _____ Phone _____

Days/Times Open: _____ Cost _____

_____ Cost _____

2. _____ Phone _____

Days/Times Open: _____ Cost _____

_____ Cost _____

Tennis Courts

1. _____ Phone _____

Cost _____

Do you have to Sign up to play OR Just Show up to play? (Circle one)

Do you have to bring your own racket and balls? Yes OR No (Circle one)

Are there any lights for when it is dark? Yes OR No (Circle one)

2. _____ Phone _____

Cost _____

Do you have to Sign up to play OR Just Show up to play? (Circle one)

Do you have to bring your own racket and balls? Yes OR No (Circle one)

Are there any lights for when it is dark? Yes OR No (Circle one)

Art Centers

1. _____ Phone _____

Classes Offered That I Like:	Dates the class starts and ends:	Days and Times:	Cost:

2. _____ Phone _____

Classes Offered That I Like:	Dates the class starts and ends:	Days and Times:	Cost:

Adapted from Stumbo and Thompson, 1986

Exercise Classes (or Karate, or Dance, etc.)

1. _____ Phone _____

Classes Offered That I Like:	Dates the class starts and ends:	Days and Times:	Cost:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. _____ Phone _____

Classes Offered That I Like:	Dates the class starts and ends:	Days and Times:	Cost:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Dancing

1. _____ Phone _____

Nights and Times Open: _____ Cost _____

Are there any discount nights? When: _____ Cost _____

2. _____ Phone _____

Nights and Times Open: _____ Cost _____

Are there any discount nights? When: _____ Cost _____

Libraries

1. _____ Phone _____

Times Open: _____

Any Adult or Children's Programs for me:

What: _____ When: _____ Cost _____

What: _____ When: _____ Cost _____

2. _____ Phone _____

Times Open: _____

Any Adult or Children's Programs for me:

What: _____ When: _____ Cost _____

What: _____ When: _____ Cost _____

Adapted from Stumbo and Thompson, 1986

Other Fun Places To Go

1. _____ Phone _____
   Information about activities there:

2. _____ Phone _____
   Information about activities there:

3. _____ Phone _____
   Information about activities there:

4. _____ Phone _____
   Information about activities there:

5. _____ Phone _____
   Information about activities there:

What Gets In My Way
When I Try To Do Something Fun?

List 10 things I really want to do in my free time.

1._____ 6._____

2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

List reasons why I do <u>not</u> do these things I want to do in my free time.

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

Adapted from Stumbo and Thompson, 1986

Why I Don't Enjoy My Free Time

Check (√) which sentences tell something true about you.

_____I don't feel like doing anything most of the time.

_____My leisure/free time is not important.

_____I don't know what I like to do.

_____I am too busy.

_____I don't have enough money to do what I want.

_____I don't have the skills I need for an activity.

_____I don't have enough free time.

_____I don't know a place to go for fun.

_____I don't have a ride to places I want to go.

_____There is no one to go with.

_____My family is too busy.

_____I don't like being around many people.

_____I don't like being alone.

_____There is nothing fun to do.

_____I can't make up my mind.

_____It's hard for me to plan an activity.

_____I have no one to help me plan activities.

Adapted from Stumbo and Thompson, 1986

Solving Problems With Things I Want To Do

Activity_____
(Write down something you do <u>not</u> do that you <u>want</u> to do.)

Write the reasons why you do not do this activity in your free time.

Then: For each reason (barrier), write three things that could help you overcome the barrier so you can do the fun things you want to do.

Reason number 1:_____

Solution 1:_____

Solution 2:_____

Solution 3:_____

Reason number 2:_____

Solution 1:_____

Solution 2:_____

Solution 3:_____

Reason number 3:_____

Solution 1:_____

Solution 2:_____

Solution 3:_____

Reason number 4:_____

Solution 1:_____

Solution 2:_____

Solution 3:_____

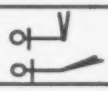
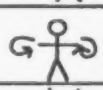
Adapted from Stumbo and Thompson, 1986

My Exercise Program

Name _____

This exercise program is for you to do at home. You can do these alone...or ask someone in your family or one of your friends to do the exercises with you! You can make these even more fun by playing a radio when you exercise! Exercising at least three times every week is very important!

When you exercise, write down the date on the top line and the number of times you do each exercise. Be sure to write these numbers under the right date. For example, if you exercise on the first day of the month, you would write the number of times you did the exercise in the space next to that exercise, and under the number 1. Look at the example below.

EXERCISES	Date>>>	1													
Running in Place	3 minutes	3 min.													
Toe Touches	20 each foot	20													
Side Stretches	10 each foot	10													
Trunk Twists	15 each side	15													
Toe Touches sit	15 each side	15													
Leg lifts on back 	6 seconds each level	6 sec													
Leg lifts on side	20 each leg	20													
Sit-ups	20	20													
Jumping Jacks	15	15													
Wing Stretches	20	20													
Arm Circles 	20 front 20 back	20													
Reach High	15 seconds	15 sec													
Run or Fast Walk (outside only)	10 minutes	10 min													
Cool down Walking	10 minutes	10 min													

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People and Things to Help Me In My Free Time

People who can help me in my free time:

Can they drive me places?

1._____ Phone _____ Yes_____ No____

2._____ Phone _____ Yes_____ No____

3._____ Phone _____ Yes_____ No____

4._____ Phone _____ Yes_____ No____

5._____ Phone _____ Yes_____ No____

6._____ Phone _____ Yes_____ No____

Other ways to get to places I want to go:
(people and phone numbers, city bus, other ways)

Cost **to and from** the activity?

1._____ Cost?_____

2._____ Cost?_____

3._____ Cost?_____

4._____ Cost?_____

5._____ Cost?_____

Friends I can have fun with:

1._____ Phone _____

2._____ Phone _____

3._____ Phone _____

4._____ Phone _____

5._____ Phone _____

6._____ Phone _____

7._____ Phone _____

Driscoll, 1991

Planning What I Want To Do

1. What do I want to do?_____
   (You may need to look at your Leisure Ideas list.)
2. Where can I do this activity?_____
   (You may need to look at your Places To Go list.)
3. Who do I want to do this with?_____
4. How can I get there?_____
5. When do I want to do this?(day)_____(time)_____
6. How much does it cost?_____
   (Don't forget the costs of a ride, food, drink, equipment rental.)
7. What do I need to take or have for this activity?_____

   _____
   (swim suit, tennis shoes, money, paint brush)
8. Do I need help?____Who could help me?_____

   _____
9. Other things to think about:

   What if it rains?_____

   What else can I do at this place?_____

   _____

   Why do I want to do it? (try something new, meet people, learn, etc.)

   _____

   What problems might happen?_____

   _____

   What should you do if the problem does happen (or before it happens)?

   _____

Adapted from Stumbo and Thompson, 1986

Evaluation of a Leisure Experience

1. What did you think of the activity you did?_____

   _____

2. How did it make you feel?_____

   _____

3. Do you want to do it again?_____

   Why or why not?_____

   _____

   With whom?_____

4. What was good about it?_____

   _____

   What made it good for you?_____

   _____

5. What was not good about it?_____

   _____

6. Was it like you thought it would be?_____

   Why or why not?_____

   _____

7. Was it important to you? (Explain)_____

   _____

8. Would you change anything to make it better next time?_____

   What would you do differently next time?_____

   _____

Driscoll, 1991

Leisure Reminders

1. My free time is my responsibility.

2. Having fun in my free time is important.

3. Tell others what I like to do.

4. Ask others to do things I want to do.

5. Plan ahead for my weekends.

6. Call my friends.

7. Exercise to take care of myself.

8. Find something fun to do.---Don't wait for others to ask me to do something.

9. Don't sit around so much.---There are lots of fun things I like to do.

I promise to take good care of my need for FUN.

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Appendices

Appendix A	Complete List of Related Services of Public Law 101-476
Appendix B	Components of the Related Service Recreation
Appendix C	Summary of Results from UNC-CH Research Project Entitled "The Effects Of Leisure Education On Transition Of Handicapped Youth From Secondary Schools To Adult Life"
Appendix D	Brief Explanation of the Individualized Education Plan and a Sample of Inclusion of Leisure Education on a Student's Individualized Education Plan
Appendix E	Lists of the Model Leisure Education Program's Content and Goals
Appendix F	Sample Leisure Education Contract Between Teacher and Facilitator
Appendix G	Sample Assessment Guides
Appendix H	Sample Parents' Guide to the Student's Leisure Notebook

Appendix A

Complete List of Related Services of Public Law 101-476

Complete List of Related Services of Public Law 101-476

(The Individuals With Disabilities Education Act, 1990, formerly, P.L. 94-142, the Education of all Handicapped Children Act, 1975)

1. Audiology
2. Counseling services
3. Early identification
4. Medical services for diagnostic or evaluation purposes
5. Occupational therapy
6. Parent counseling and training
7. Physical therapy
8. Psychological services
9. Recreation
10. Rehabilitation counseling
11. School health services
12. Social work services in schools
13. Speech pathology
14. Transportation

Appendix B

Components of the Related Service Recreation (as outlined in the regulations of the law)

Components of the Related Service Recreation

Recreation as a related service consists of four components:

1. **Assessment of Recreation and Leisure Functioning** - procedure to determine current functional strengths of students with disabilities in terms of skills, abilities, and attitudes relative to recreation and leisure as the basis for IEP (Individualized Education Plan) prescription and subsequent remediation.

2. **Leisure Education** - instruction to improve the leisure participation and leisure lifestyle of students with disabilities through the development of positive attitudes toward leisure, the development of skills necessary for recreation participation, knowledge of recreational resources, and recognition of the benefits of recreation involvement.

3. **Therapeutic Recreation** - the purposive use of recreation activities and experiences to ameliorate deficits in social, cognitive, and physical functioning of students with disabilities.

4. **Recreation in School and Community Agencies** - the provision of recreation services to students with disabilities in the least restrictive environment.

Appendix C

Summary of Results from UNC-CH Research Project Entitled "The Effects Of Leisure Education On Transition Of Handicapped Youth From Secondary Schools To Adult Life"

Initial Research Results

The Effects of Leisure Education on Transition from Secondary School to Adult Life

Charles C. Bullock, Principal Investigator
Leandra A. Bedini, Research Coordinator
Linda B. Driscoll, Research Associate

The purpose of this investigation was to determine whether leisure education programs have a significant effect on the transition of handicapped students from secondary school to adult life. Since there were no leisure education programs in schools in North Carolina, the project staff had to conceptualize, develop, and implement one in order to conduct the efficacy research discussed herein. The program developed is called the Wake Leisure Education Program and is conceptually based and structurally developed to address the needs of students in transition. It has been field-tested and revised based on these research and evaluation results. The study and program were part of a three year research and development project funded by the Office of Special Education and Rehabilitation Services to the Center for Recreation and Disability Studies of the Curriculum in Leisure Studies and Recreation Administration at the University of North Carolina at Chapel Hill.

Both quantitative and qualitative methods were used in this study to determine the effects of leisure education on transition. First, a randomized pre-test/post-test experimental design was used. Within this framework three groups were used: two experimental groups (A & B) and one control group (C). The subjects from the three groups were chosen from a sampling population of students with disabilities in their last year of secondary school within the Wake County, North Carolina, school district. The assignment of these students was random to ensure fair selection and theoretically equivalent groups. Both groups A and B received the leisure education intervention. Group A received leisure education from the inception of the study through completion of high school. Group B also received leisure education throughout their final year of high school plus during the summer. The third group (C) served as a control group and received no leisure education. Valuable subjective data was also obtained through review of records of all experimental subjects.

To elicit a more complete understanding of the concepts under investigation and to complement the experimental design, in-depth case studies were conducted. The purpose of the case studies was to provide a comprehensive description of the lives of selected individuals with particular attention to how leisure and recreation were parts of their education and lives. Three subjects were chosen randomly from each of the two experimental and one control group described previously (n=9). These subjects were followed throughout the three year period.

Data were analyzed using frequencies, crosstabulation, analysis of variance, content analysis, and constant comparison. From the initial analysis of the data it appeared that as a result of involvement in the leisure education program, there were significant changes in a variety of behaviors and attitudes which could be directly linked to successful transition from school to adult life. For example, the data indicated:

-Increased understanding of the value of leisure
-Increased ability to identify wide range of activities
-Increased initiation of leisure activities
-Development of independent planning skills
-Increased assertiveness with family and friends
-Increased confidence in decision making

Space limitations in this "initial summary" prohibit more detail in instrumentation, data analysis, and results. Those interested in more detail can obtain a final project report from the Center for Recreation and Disability Studies of the Curriculum in Leisure Studies and Recreation Administration at the University of North Carolina at Chapel Hill.

Appendix D

Brief Explanation of the Individualized Education Plan (IEP)
and a
Sample of Inclusion of Leisure Education on a Student's
Individualized Education Plan

Individualized Education Plan (IEP)

Leisure education is part of recreation, which is a related service allowable in P.L. 101-476, the Individuals With Disabilities Education Act, 1990 (formerly, P.L. 94-142, the Education of all Handicapped Children Act, 1975). If a student has a need for leisure education, or needs to be tested to determine need, it should be noted on her Individualized Education Plan (IEP). The IEP is a legal document used by schools which describes a child's unique needs for special education as described below.

Content of an Individualized Education Program (as quoted from Public Law 101-476)

The individualized education program for each child must include:

(a) A statement of the child's present levels of educational performance;

(b) A statement of annual goals, including short term instructional objectives;

(c) A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs;

(d) The projected dates for initiation of services and the anticipated duration of the services; and

(e) Appropriate objective criteria and evaluation procedures and scheduling for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

Parents may not know about various related services, including recreation and leisure education. Parents should be told about the services available to their child. The teacher or facilitator should help increase parents' awareness of services available, according to student needs. It is up to teachers and related services personnel to help to educate parents in this area.

Sample Individualized Education Plan Which Includes Recreation/Leisure Education Services

Student's Name: Cathy
School: Jefferson

Developmental Areas: Leisure initiative and planning skills

Annual Program Goals: 1. Development of new leisure interests. 2. Planning recreation activities 3. Independent participation in leisure activities

Short Term Objectives	Procedures	Evaluation
1. Cathy will determine a new leisure pursuit of her choice.	1. TRS* will expose Cathy to community resource information.	Cathy will identify at least one activity per week.
2. Cathy will independently plan a leisure activity of her choice.	2a. TRS will assist Cathy in identifying list of things to consider in planning a leisure activity.	Cathy will list all procedures necessary in planning to participate in leisure activities.
	2b. TRS will assist Cathy (if necessary) in making all arrangements for the leisure activity.	Cathy will independently plan a leisure activity by making all contacts, reservations, and travel plans.
3. Cathy will participate in a leisure activity of her choice.	3. TRS will accompany Cathy to the leisure activity.	Cathy will independently complete 80% of her activity participation procedures.
4. Cathy will initiate participation in leisure activities with friends and family.	4. TRS will provide Cathy and her father with informational materials and schedule on-site visits to appropriate facilities to increase Cathy's awareness of additional leisure opportunities both at home and in the community.	Cathy will plan and participate in leisure activities with family or friend at least two times per month.

*Therapeutic Recreation Specialist

Appendix E

Lists of the Model Leisure Education Program's Content and Goals

Content Areas of Leisure Education

These areas, listed alphabetically, are incorporated into this leisure education program. Specific areas can be addressed according to the individual needs of the student(s).

Activity skills

Appreciation of leisure

Assertiveness training

Attitudes/Values concerning leisure

Awareness of Leisure

Decision making skills

Knowledge of Leisure

Leisure-related problem-solving skills

Leisure resource knowledge

Money management

Planning skills

Self-confidence

Self-esteem

Self-initiation/motivation

Social skills

Stress management

Time management

Transportation skills

The Model Leisure Education Program Curriculum Goals

(Units 6, 8, 9, and 10 each contain two goals.)

1. To increase awareness and understanding of leisure, its place in her life, and its benefits

2. To become more aware of her work activities vs. leisure activities, leisure habits, interests, motivations, and the interests of others.

3. To realize the variety of leisure opportunities available at home and in the community.

4. To increase awareness of community resources for leisure.

5. To increase awareness of barriers to fulfilling leisure needs and to improve the ability to work through barriers in order to participate in chosen activities.

6-1. To further develop responsibility concerning leisure, including barriers and physical fitness.

6-2. To increase awareness of support system and how people can help during leisure.

7. To increase ability, confidence and responsibility in planning for her own leisure.

8-1. To become familiar with her Leisure Notebook and how it can be useful to her.

8-2. To evaluate past leisure experiences and to plan future leisure experiences.

9-1. To share leisure ideas and experiences with others as she takes responsibility for carrying out her leisure ideas.

9-2. To increase confidence and ability to participate independently in her chosen activity in a realistic setting.

10-1. To learn the value of evaluating leisure experiences in order to develop one's leisure self.

10-2. To encourage future independent leisure planning and participation.

Appendix F

Sample Leisure Education Contract Between Teacher and Facilitator

Leisure Education Program Contract

Therapeutic Recreation Specialist's responsibilities (facilitator):

- To provide twice weekly leisure education sessions for 8 weeks.
- To provide training and materials to enable the teacher to implement the program after the specialist's intervention
- To be available as a resource for students, parents, and teachers after the course is complete.

Teacher's responsibilities:

- To be present and participate in leisure education sessions.
- To assist therapist in communication with parents.
- To prompt students to complete assignments.
- To complete program evaluation and provide feedback on the content of the program.
- To attempt to include leisure education as part of the ongoing curriculum related to leisure skills.

_____ _____

Therapeutic Recreation Specialist (facilitator) Date

_____ _____

Classroom Teacher Date

Appendix G

Sample Assessment Guides

Assessment of the Student Through a Family Questionnaire

(These are samples of questions that can be used during the assessment.)

Student's Leisure Resources:

1. What leisure/recreation opportunities are available at the student's home--indoor and outdoor?_____

2. Describe any areas in the neighborhood (or close to home) where your child can go for fun._____

3. What methods of transportation does your child have (walk alone to a leisure facility, bicycle, city bus, cab, family members with cars)?_____

4. Describe your child's support system for leisure. (For example: companions, people who can drive him/her to an activity, help him/her find information about leisure opportunities, etc.)_____

5. List some of his/her friends (handicapped and non-handicapped) with whom he/she has fun during free time._____

   Are their other friends he/she could have fun with that she doesn't presently spend free time with? Who?_____

Student's Leisure Participation Information:

6. How does the student spend his/her free time at home?_____

7. List other leisure activities that the student has shown an interest in. (hobbies, crafts, individual and group activities, places to go, etc.) _____

8. List <u>other</u> leisure activities available to him/her <u>at home</u>._____

9. List leisure activities the student participates in with his/her family._____

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10. Are the activities he/she participates in at home age-appropriate for a non-handicapped person his/her age? Please explain:_____
_____

11. Do the student's leisure activities include involvement with non-handicapped persons who are within three (3) years of the student's age? Please explain:_____
_____

12. Do the student's leisure activities include involvement with handicapped persons who are within three (3) years of the student's age? Please explain:_____
_____

13. For how long can the student entertain himself/herself in an appropriate activity (appropriate for someone his/her age, appropriate for surrounding conditions) if others are not able to supervise him/her?
_____Not at all _____10-15 minutes _____at least 30 min.

Explain:_____
_____

Leisure Satisfaction

14. Do you think the student is happy with how he/she spends free time? Please explain:_____
_____

15. Are you satisfied with the way the student spends free time? Please explain:_____
_____

16. What improvements would you like to see in the student's use of free time?_____
_____
_____

_____ _____
Parent's Signature Date

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Assessment Guide of Student's Leisure

(These are samples of questions that can be used during an assessment interview.)

1. When do you have free time?

2. What do you like to do in your free time?
   Why do you do these things?

3. What fun places do you go to?
   How do you get there?
   Are there other places you know about but don't go to?
   Name them.
   Why don't you go to these places as much as you want to?
   Can you go fun places without help? Where?
   If not, what do you need to go fun places?

4. Do you do fun things with friends in your free time?
   What are your friends' names?
   Are there other friends that you like but don't do fun things with? What are their names?
   Why don't you do fun things with them?
   What do you do for fun with your friends at school?
   What do you do for fun with friends after school?
   What do you do for fun with friends on weekends?

5. Do you do fun things alone? Name them.
   With your family? Name them.

6. Do you ever ask others to do something fun?
   What fun things do you ask them to do?
   Do they ask you to do fun things?
   What fun things do they ask you to do?

7. Do you ever call your friends on the phone? What are their names?
   If not, why not?

8. Can you have fun without anyone's help?
   What can you do for fun without help?

9. Do you have free time at school/work?
   If so, what kinds of things do you do during these breaks?

10. Are you happy with how you spend your free time?
    Do you want to make your free time better/more fun?
    How could you make it more fun?

11. Can you find fun things to do without help?

12. Do you do anything active for fun...things that make you sweat?
    Name them.

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Appendix H

Sample Parents' Guide to the Student's Leisure Notebook

YOUR GUIDE TO

CATHY'S

LEISURE NOTEBOOK

INCLUDES:
*Cathy's accomplishments during the Wake County Leisure Education Program
*Ideas for increasing Cathy's independence during free time
*A list of places to go for fun
*A physical exercise program
*Leisure reminders

BACKGROUND

Your child has completed the Wake County Leisure Education Program which was designed to help her understand and learn how to use her free time. This packet is being given to you to help you and your child benefit from what we learned during this leisure education project. This notebook is designed to help you help your child. Please use the materials often. They should be helpful for many years to come.

PURPOSE OF THE PROGRAM

The major goals of the leisure education program are to help students be able to use and enjoy their free time without depending on others. In order to meet these goals, each student participates in at least ten (10) leisure education sessions with a Certified Therapeutic Recreation Specialist. This leisure education program consists of several units:

leisure awareness: knowing when you have free time and that it's important to have fun

self awareness in leisure: ability to say what you like to do or want to do in your free time (leisure)

resource awareness: knowing fun places to go in your town and fun things to do at home

planning: deciding what you want to do for fun, and making plans to do it using your resources (friends, money, time, transportation)

dealing with barriers: learning to overcome roadblocks (barriers) that get in the way when you try to plan something fun (such as no transportation, others are too busy to take you somewhere, etc.)

leisure responsibility, initiation: acting on your own ideas; taking control of what you want to do; and not always waiting for others to ask you to do things

assertiveness training: sharing your leisure ideas and interests with others, calling and visiting friends.

THEMES

The leisure education program has several themes. They are choice, independence, planning and barriers.

Choice

Each student is encouraged to identify personal interests and make leisure choices on her own. These choices may include what to do during break time at school or work, what to do during afternoons, evenings and weekends, who to call on the telephone. Teaching and encouraging each student to make her own choices gives the student the chance to realize her ideas are worthy of being carried out. Some students may need guidance in decision making. One method of assistance in decision making is structured choices, such as giving her two options to choose from. These options should reflect her interests and ideas. The process of making choices and following through with them will help the student to build confidence and independence.

Independence

The student's ability to start activities, conversations, and leisure plans is an important part of the leisure education program. Throughout the program, the student is involved in choosing her own "homework" assignments. She shares ideas and activities with her family. She is required to interact with others, for example, by asking someone to play a game or go somewhere, or by telling her family or friends what she likes to do. Calling friends on the telephone or going to visit a friend on her own is an important social need of every student.

Planning

Learning to plan leisure activities is an important skill the student develops in the leisure education program. Part of the preparation of planning skills includes learning more about community resources (places to go for fun) and personal resources (transportation, money, people who can help, friends, time). The student must plan both individual activities and activities that involve other people. The leisure education program stresses the need for variety in one's leisure plans: passive and active interests, group and individual, indoor and outdoor. During some planning sessions, the student uses the telephone to call places in the community to find out more information (cost, open hours, location, etc.).

Barriers

During the planning stages as well as when the student tries to carry out her weekend plans, the student finds leisure barriers (or roadblocks). These barriers are things that keep her from following through with her plans or interests. They are different from student to student and with each activity. They include laziness, no one to do things with, busy family, no transportation, and fear of asking others to do something fun. Students talk about these roadblocks during the leisure education sessions, and find ways to overcome them.

CATHY'S ACCOMPLISHMENTS
DURING THE
LEISURE EDUCATION PROGRAM

Leisure Awareness

*learned the difference between work activities and leisure activities
*increased ability to identify free time at home, school and/or work
*identified more fun activities to do at home, school
*named several benefits of free time
*took advantage of the designated breaks at work instead of working through the free time given
*found more things to do for fun during break time at school or work (more positive ways to spend free time)
*increased ability to identify types of decisions and choices available to her during leisure

Self Awareness in Leisure

*developed a wider variety of interests and ideas
*increased the number of leisure interests
*more easily identified leisure interests and ideas
*developed new interests
*more easily identified more activities she can do independently at home or in the community during leisure
*named more positive things about her leisure
*learned what motivates her to want to participate in chosen activities
*identified what makes her not want to participate in a leisure activity
*learned to appreciate leisure's "freedom of choice" by choosing leisure activities independently
*increased ability to identify her leisure priorities when faced with alternatives
*identified activities that make her feel better or good about himself/herself
*identified something about leisure she is proud of
*began to explore and develop hobbies
*learned to identify barriers and problems that affect the quality of her leisure participation

Assertiveness

*more easily discussed free time
*began to share own leisure ideas more easily with facilitator, teachers and friends
*learned to state leisure needs/ideas to parent, teacher or other authority person with little to no hesitation
*learned to feel more comfortable stating leisure activities she does not like
*began to call friends more

*learned to identify and approach appropriate person at a facility when she needed help

Social Skills
*called friends more
*increased desire to spend more time with friends (visit them, too)
*began to ask classmates to play games more
*used the phone politely to acquire information about a facility's or activity's cost, location, time, etc.

Planning
*began to use her own ideas as a source for leisure fulfillment, rather than always depending on others for ideas and plans
*learned to take advantage of the flexibility in personal leisure choices
*increased ability to identify leisure ideas for future participation
*identified factors that influence her leisure choices (time, cost, location, people needed, weather)
*learned the need to plan for leisure in advance-not at the last minute
*learned to make plans for an afternoon of leisure
*began to make plans for the weekend ahead of time
*learned to plan an outing
*increased ability to determine her own leisure plans for a week
*planned a balanced leisure: including individual and group activities; active and passive activities; and indoor and outdoor activities
*learned the need to plan for her own leisure and not always wait for others to ask her to do things
*displayed an understanding of the flexibility of leisure by planning and participating in an alternate leisure activity

Participation
*participated in more active leisure activities
*began to learn to enhance own quality of life through direct exploration and participation
*participated in her chosen and planned activity with little to no assistance
*learned to alter leisure plans and participation to maintain positive participation

Community Resources
*learned more about community resources
*increased knowledge of leisure resources, opportunities and alternatives, and their various uses to facilitate leisure involvement
*identifies a wider variety of leisure resources in the community, at home, at school or at work

Initiation

*learned to pursue leisure activity on her own
*began to initiate interaction with at least one other person
*learned to initiate an activity with one other person appropriately
*asked peers to participate in an activity with her more often

Independence, Responsibility

*learned to make decisions independently concerning leisure choices
*began to take responsibility for own health by exercising more
*learned to take responsibility for own leisure by developing a weekly schedule which includes leisure
*increased ability to identify changes she would like to make in order to enjoy a more positive leisure

IDEAS FOR THE FUTURE

Encourage Cathy to share her ideas for fun with her friends and her family. She needs to continue to tell others her ideas and make plans rather than waiting for others to ask her to do something.

She enjoyed our trips to the community centers (Green Road Center, Millbrook Exchange Center). She also enjoyed playing miniature golf and games at both the indoor and outdoor miniature golf courses. All of these facilities are popular with other people her age. She was able to talk with and play games (video games, ping-pong, etc.) with other young adults. She said she would like to contact her friends and go to some of these places. Encourage her to follow through with her ideas.

Cathy needs to take responsibility for her physical fitness. After graduating from high school, getting enough exercise seems to be difficult for most young adults. Walking with her friends in the neighborhood or at a park is good exercise. Also, a copy of her exercise program is included in this Guide.

She enjoys trying new things and going different places. Trying new things can help Cathy from becoming bored.

Cathy likes to keep in touch with her friends. This is important for her, especially since she has graduated and is getting a regular job, both of which take her away from the cluster of friends at school and work.

What You Can Do to Help Cathy to be More Independent in Her Free Time

Now that your daughter has graduated from school or from the leisure education program...**WHAT DO WE DO NOW?** Each person is different, with different needs, interests, skill levels, abilities, and resources available. We would like to offer some ideas that may be of interest to you, your family and Cathy. These ideas came from the leisure education program staff. We hope that you will find some of the ideas helpful to give your daughter as well as for yourself and the rest of your family a happy leisure life.

Most of the young adults we met had similar needs, only on different levels. Some of the things we worked on were identifying things done for fun (leisure interests), differentiating between leisure activities and chores, making choices, making friends, making plans for fun and following through with their own ideas. Below are some suggestions for you and Cathy to deal with these and other issues.

*Ask what Cathy likes to do for fun. Use the community resources enclosed for more ideas. You may need to show pictures of various activities to help her identify activities more easily.

*If some of Cathy's interests are not appropriate for someone her age, think of other things she can do that are appropriate for her age.

*If Cathy likes certain things, you can build on these with leisure experiences. You both may need to "try out" activities by visiting a place in the community offering the activity; borrowing supplies or equipment on a trial basis from friends; visiting art or exercise classes; and observing the class with your daughter to get her reaction.

*If there is a class at a recreation center or art center Cathy might want to take, call the center for a visit to the class or facility. Introduce Cathy to the staff person or instructor. Talk about any special help that may be required or any special needs Cathy may have that apply to that activity. If you can't visit, call the facility to talk about these problems. Some facilities will let you watch or sit in on a class or activity to allow you and your daughter to decide whether or not the activity is appropriate and interesting.

*When exploring various programs in the community, be sure not to choose only separate, "special" programs just for people with disabilities. While participation in special programs is at times good, regular programs offer more opportunities and locations. Regular programs also help develop social skills.

*If you choose a special, separate program, try to move Cathy into a regular program of a similar nature later. For example, instead of staying in a special swim class for persons with disabilities, try a regular swim class for beginners or let her take a friend to the pool if she can already swim.

*Ask your daughter what she wants to do for fun. Help her to plan it as independently as possible. Cathy might be excited at the chance to help plan what she wants to do. A young adult should learn how to carry out her own ideas by learning how to plan something she wants to do.

*Your daughter may not start (initiate) activities herself during free time (watching television or listening to the radio isn't the only thing to do). Help her to initiate other activities both at home and in the community. Guide or motivate her to make her own choices and to plan activities.

*Encourage activities with other children who are not disabled. Some parents of high school students who are not disabled say their children would be willing to spend time with a disabled neighbor but need some encouragement or an invitation to do so. Ask around your neighborhood, church or at work to try to find someone who is willing to be a recreation companion for Cathy. Encourage friendships and help in developing them, if needed.

*Let Cathy help plan any family activities. This may help motivate her to participate and enjoy the activities more.

Fun Places To Go

The facilitator could also include an expanded list of places to go for fun in the student's accessible community along with their locations, phone numbers and contact persons, if known (and names and numbers of bus routes to these destinations, if appropriate). Some of these places may include:

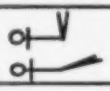
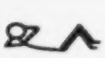
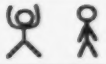
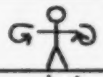
-apartment complexes with recreation facilities
-arts and crafts centers
-arts and crafts/hobby shows
-athletic clubs
-ball parks (to spectate or participate)
-bicycle routes/trails
-bingo
-bowling alleys
-Boys Clubs/Girls Clubs
-church youth groups (many have social and recreational focuses)
-community centers
-community school programs/adult education classes
-dances, parties
-flea markets
-4-H Clubs
-garden clubs
-hiking trails
-lakes, ponds (pedal boats, fishing)
-libraries
-malls
-miniature golf courses
-movie theaters
-museums
-music centers and stores
-other clubs: photography, bird-watching, bicycle, walking, coin or stamp collecting, star gazing, music, etc.
-"pick your own" vegetable farms
-recreational facilities (indoor and outdoor: parks, ball fields, gymnasiums, tennis courts, etc.)
-restaurants
-roller skating and ice skating rinks
-Boy or Girls Scouts
-special events (spring flings, carnivals, fairs, festivals, concerts)
-sporting events facilities (to spectate or participate)
-swimming pools
-volunteer opportunities
-walking paths/trails
-Weight Watchers
-Women's Club/Men's Club
-YMCA's/YWCA's

My Exercise Program

Name _____

This exercise program is for you to do at home. You can do these alone...or ask someone in your family or one of your friends to do the exercises with you! You can make these even more fun by playing a radio when you exercise! Exercising at least three times every week is very important!

When you exercise, write down the date on the top line and the number of times you do each exercise. Be sure to write these numbers under the right date. For example, if you exercise on the first day of the month, you would write the number of times you did the exercise in the space next to that exercise, and under the number 1. Look at the example below.

EXERCISES	Date>>>	1													
Running in Place	3 minutes	3 min.													
Toe Touches	20 each foot	20													
Side Stretches	10 each foot	10													
Trunk Twists	15 each side	15													
Toe Touches sit	15 each side	15													
Leg lifts on back 	6 seconds each level	6 sec													
Leg lifts on side	20 each leg	20													
Sit-ups 	20	20													
Jumping Jacks 	15	15													
Wing Stretches	20	20													
Arm Circles 	20 front 20 back	20													
Reach High	15 seconds	15 sec													
Run or Fast Walk (outside only)	10 minutes	10 min													
Cool down Walking	10 minutes	10 min													

Driscoll, 1991

Leisure Reminders

1. My free time is my responsibility.

2. Having fun in my free time is important.

3. Tell others what I like to do.

4. Ask others to do things I want to do.

5. Plan ahead for my weekends.

6. Call my friends.

7. Exercise to take care of myself.

8. Find something fun to do.---Don't wait for others to ask me to do something.

9. Don't sit around so much.---There are lots of fun things I like to do.

I promise to take good care of my need for FUN.

Driscoll, 1991